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ABSTRACT

This monograph provides an overview of the National Career Development Guidelines developed by the National Occupational Information Coordinating Committee and presents competency-based career development strategies related to the National Guidelines. The strategies were identified through an analysis of career development abstracts included in the ERIC database between 1980 and 1990. The abstracts were reviewed as they relate to the National Guidelines areas and competencies for seven levels: elementary school, middle/junior high school, high school, and the adult settings of two-year community college, four-year college and university, business/industry, and community agency. A total of 631 abstracts were coded for level/setting, facilitator (teacher, school counselor, community agency staff, business/industry staff, parents), delivery mode (large group, small group, individual assistance, computer/media-based instruction, other), and 1 or more of the 12 competencies in the 3 National Guidelines areas (self-knowledge, educational/occupational exploration, career planning). Frequency distributions of reviewed abstracts, comments, recommendations, and sample career development activities or resources are provided at each level. General recommendations for increased emphasis on specific competencies and areas at different levels are made. The document includes 34 references and matrices listing the abstracts reviewed by ERIC number, indicating the guidelines areas, competencies, facilitators, and delivery modes covered by the ERIC documents. (SK)

Information Series No. 345

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COMPETENCY-BASED CAREER DEVELOPMENT STRATEGIES AND THE NATIONAL CAREER DEVELOPMENT GUIDELINES

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U.S. DEPARTMENT OF EDUCATION
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FOREWORD

The Educational Resources Information Center Clearinghouse on Adult, Career, and Vocational Education (ERIC/ACVE) is 1 of 16 clearinghouses in a national information system that is funded by the Office of Educational Research and Improvement (OERI), U.S. Department of Education. This publication was developed to fulfill one of the functions of the clearinghouse--interpreting the literature in the ERIC database. It should be of interest to counselors and other practitioners involved in career development in a variety of settings: K-12, community colleges, universities, business/industry, and community agencies.

ERIC/ACVE would like to thank Howard Splete and Amy Stewart for their work in the preparation of this publication. Dr. Splete is Director, Adult Career Counseling Center, and professor of guidance and counseling at Oakland University. He has served as a teacher, counselor, and principal at the K-12 level as well as teaching university courses in guidance and counseling. He is the author of numerous publications on career counseling and development. Ms. Stewart, Dr. Splete's graduate assistant, is working on a Master's degree in counseling at Oakland University. She has a Bachelor's degree in psychology from Northern Michigan University.

Several persons have provided significant input and suggestions to aid in the preparation of this monograph. The authors acknowledge the contributions of Sandra Blankenship in the review and organization of this information. The professional contributions of Juliet Miller and Walton Webb were most helpful in the presentation of the background and development of the National Guidelines and the overview sections. Susan Imel and Judy Wagner of ERIC/ACVE provided excellent suggestions overall and conducted a thorough ERIC search of related documents.

The following people are also acknowledged for their critical review of the manuscript prior to publication: Nancy Hargis, Executive Director, Oregon Occupational Information Coordinating Committee; Juliet Miller, Career Counselor and Consultant; and Louise Vetter, Senior Research Specialist Emerita and Harry Drier, Senior Research Scientist Emeritus, Center on Education and Training for Employment.

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EXECUTIVE SUMMARY

This monograph provides an overview of the National Career Development Guidelines developed by the National Occupational Information Coordinating Committee and presents competency-based career development strategies related to the National Guidelines. The strategies were identified through an analysis of career development abstracts included in the ERIC database between 1980 and 1990. The abstracts were reviewed as they relate to the National Guidelines areas and competencies for seven levels: elementary school, middle/junior high school, high school, and the adult settings of 2-year community college, 4-year college/university, business/industry, and community agency.

A total of 1,514 abstracts were coded for level/setting, facilitator (teacher, school counselor, community agency staff, business/industry staff, parents), delivery mode (large group, small group, individual assistance, computer/media-based instruction, other), and one or more of the 12 competencies in the three National Guidelines areas (Self-Knowledge, Educational/Occupational Exploration, Career Planning). Frequency distributions of reviewed abstracts, career development activities or strategies, and recommendations are provided for each level.

From the abstracts reviewed, it is apparent that career development practices do relate to the National Guidelines areas and competencies. The National Guidelines would be appropriate to use as a basis for developing, reviewing, and revitalizing career development programs and services in a variety of settings. General recommendations for increased emphasis on specific competencies and areas at different levels are made.

Information on competency-based career development at all levels may be found in the ERIC system using the following descriptors: Adult Education, Career Choice, *Career Development, *Career Exploration, *Career Planning, Community Agencies, Community Colleges, *Competency Based Education, Corporate Education, Decision Making, Educational Strategies, Elementary Education, High Schools, Higher Education, Job Search Methods, Junior High Schools, Learning Activities, Middle Schools, *Self Concept, Two Year Colleges. Asterisks indicate descriptors that are particularly relevant.

OVERVIEW

Currently, the fields of career development and career guidance are receiving increased attention. According to the National Occupational Information Coordinating Committee (NOICC) (1990a), career development has become increasingly important due to changes in the economy, technology, and attitudes of employers and employees. It seems most appropriate that career development be delivered through comprehensive, systematic, and sequential programs available to all youth and adults throughout the life span. This includes students in schools and adults in business, community, and educational organizations.

An example of this increased interest is seen in the formulation and promotion of the National Career Development Guidelines by NOICC. The National Career Development Guideline Project was designed to--

- Strengthen and improve comprehensive, competency-based career development programs in schools, colleges, human service agencies, community organizations, and business settings. The National Guidelines serve as a blueprint for states, educational institutions, and other organizations to use in developing effective career guidance programs.
- Identify desired outcomes of comprehensive career guidance programs for participants at the elementary, middle school, secondary, and adult education levels. Competencies that participants should gain at each level are specified. Indicators that individuals have attained those competencies are listed. The competencies are organized around three broad areas: self-knowledge, educational and occupational exploration, and career planning.
- Identify staff requirements and competencies needed by counselors and other career development personnel to deliver high quality programs. The National Guidelines include information about organizational capabilities necessary to provide good programs at each level, including structure, support, and commitments required. The National Guidelines are intended to serve as a catalyst for the development of standards for programs at both the state and local level.
- Identify a process that states and local organizations can use to develop and implement standards for comprehensive career development programs at all levels. The standards provide the criteria for setting up new programs, evaluating the effectiveness of ongoing programs, and improving program quality.

NOICC launched the National Guidelines initiative in 1987. From the beginning NOICC has worked to ensure widespread acceptance of the National Guidelines. The National Guidelines are based on prior work by professional counseling organizations and state departments of education; NOICC sought widespread input and review of the guidelines throughout the process as illustrated in the following paragraphs.

The National Guidelines initiative has been a collaborative effort of the leading professional career counseling and development organizations. A Project Leadership Team set policy direction for the project. The team included representatives from the American Vocational Association's Guidance Division, National Career Development Association, Association for Counselor Education and Supervision, American School Counselor Association, American Association for Counseling and Development, the U.S. Department of Education's Office of Vocational and Adult Education, and NOICC.

A Project Review and Implementation Planning Group coordinated state and local reviews and provided direction for implementing the guidelines at the state and local levels. This group included professionals and administrators from state agencies, universities, community colleges, local schools, and the National Alliance of Business.

A third group, the Expert Review Panel, was composed of a nationally recognized panel of experts in career development, guidance, and counseling. These individuals provided a conceptual overview and reviewed draft materials.

To ensure that the National Guidelines would be conceptually sound, comprehensive, and useful, the project used advice and review from experts combined with field-based experience. More than 150 individuals served in an evaluative capacity during the development of these guidelines. The guidelines have been formally endorsed by the American Association for Counseling and Development, American School Counselor Association, American Vocational Association's Guidance Division, Association of Computer-Based Systems for Career Information, Council of Chief State School Officers, National Association of State Career Development/Guidance Supervisors, National Association of State Occupational Information Coordinating Committees, and the National Career Development Association (NOICC 1990a).

The National Guidelines were field tested in several states and revised to the current format. According to NOICC (1990a), the guidelines areas, competencies, and indicators were shown to relate developmentally to each population's level and setting. Sequential competencies were seen as an inclusive listing of the components of a comprehensive career guidance program.

This monograph reviews and synthesizes abstracts from the ERIC database on career development activities over the past 10 years as they relate to the National Guidelines categories and competencies. The areas of Career Development were identified as Self-Knowledge, Educational and Occupational Exploration, and Career Planning. Competencies under each category were developed for four levels: elementary school, middle/junior high school, high school, and adult. Indicators were formulated for each competency to describe specific attitudes, skills, and behaviors.

Although the 12 competencies and their indicators are similar across the levels, it should be noted that they follow a developmental sequence. This sequence starts at the elementary school level with awareness of the competencies, then builds with an understanding of them, and finally indicates skills to implement the competencies. The basic competencies under each area are shown in the National Guidelines overview model (Table 1).

TABLE 1

NATIONAL GUIDELINES COMPETENCIES

Elementary	Middle/Junior High School	High School	Adult
Self-Knowledge			
Knowledge of the importance of self-concept.	Knowledge of the influence of a positive self-concept.	Understanding the influence of a positive self-concept.	Skills to maintain a positive self-concept.
Skills to interact with others.	Skills to interact with others.	Skills to interact positively with others.	Skills to maintain effective behaviors.
Awareness of the importance of growth and change.	Knowledge of the importance of growth and change.	Understanding the impact of growth and development.	Understanding developmental changes and transitions.
Educational and Occupational Exploration			
Awareness of the benefits of educational achievement.	Knowledge of the benefits of educational achievement to career opportunities.	Understanding the relationship between educational achievement and career planning.	Skills to enter and participate in education and training.
Awareness of the relationship between work and learning.	Understanding the relationship between work and learning.	Understanding the need for positive attitudes toward work and learning.	Skills to participate in work and lifelong learning.
Skills to understand and use career information.	Skills to locate, understand, and use career information.	Skills to locate, evaluate, and interpret career information.	Skills to locate, evaluate, and interpret career information.
Awareness of the importance of personal responsibility and good work habits.	Knowledge of skills necessary to seek and obtain jobs.	Skills to prepare to seek, obtain, maintain, and change jobs.	Skills to prepare to seek, obtain, maintain, and change jobs.
Awareness of how work relates to the needs and functions of society.	Understanding how work relates to the needs and functions of the economy and society.	Understanding how societal needs and functions influence the nature and structure of work.	Understanding how the needs and functions of society influence the nature and structure of work.
Career Planning			
Understanding how to make decisions.	Skills to make decisions.	Skills to make decisions.	Skills to make decisions.
Awareness of the interrelationship of life roles.	Knowledge of the interrelationship of life roles.	Understanding the interrelationship of life roles.	Understanding the impact of work on individual and family life.
Awareness of different occupations and changing male/female roles.	Knowledge of different occupations and changing male/female roles.	Understanding the continuous changes in male/female roles.	Understanding the continuing changes in male/female roles.
Awareness of the career planning process.	Understanding of the process of career planning.	Skills in career planning.	Skills to make career transitions.

(NOICC 1989)

The National Guidelines do not specifically address activities or techniques that might be used as outcome measures. Sample activities from ERIC abstracts and current field programs are provided to show how the competencies might be achieved. Based on systematic review of ERIC documented abstracts, related findings, comments, and recommendations are presented.

METHODOLOGY

A search of the ERIC database was conducted using the major descriptor "careers." This major descriptor was selected because of its broad nature. It incorporates other, more specific descriptors such as career education, career development, and/or career awareness. The purpose of the search was to access as much information as possible related to careers; therefore, the broader term was preferred. It was combined with each of the following levels or settings: elementary education, middle school/junior high school, secondary education, adult education, postsecondary education, and business and industry. The search covered the last 10 1/2 years, January 1980 through June 1990, to access the most current information. It generated 2,145 abstracts, of which 1,514 were selected as appropriate for this study. The criteria for selection of an abstract were that (1) it included a specific area of the guidelines (that is, self-knowledge, educational and occupational exploration, or career planning) and (2) it was at a specific level (that is, elementary school, middle/junior high school, high school, or adult). Therefore, 631 abstracts were omitted because they did not meet these criteria. A sample abstract follows (figure 1).

"'Student as Worker': A Simple Yet Effective Career Education Activity."

Miller, Mark J.

Elementary School Guidance and Counseling, v. 22 n. 3 p. 246-247

Feb 1988

Describes career education activity, "Student as Worker," in which elementary school children pretend school is their job and respond to questions about what is expected of them on the job as students. Responses are related to factors considered in most jobs, such as punctuality, appropriate attire, hard work and effort, competence, social skills, dependability, and commitment. (ABL)

Figure 1. Sample ERIC abstract

A coding system (figure 2) was developed to classify these abstracts by National Guidelines level or setting, career development area, and area competency. Competency titles were shortened to aid in the coding process. For example, competency I, knowledge of the importance of self-concept, became Self-Concept.

The determination of the career development area and competency was based upon a comparison of the program description with the specific indicators for the competency and area. A review of the abstracts, prior to coding, revealed that many of the programs included more than one career development area and one or more competency. Therefore, an abstract was coded for each career development area and each competency that it described. For example, one abstract included the areas of self-knowledge and educational and occupational exploration and competencies II, interaction, and VII, job-seeking skills. This abstract received a code for each of these areas and a code for each competency. This procedure resulted in many of the abstracts receiving more than one code, both for area and competency.

The abstracts were also coded for the type of facilitator (teachers, school counselors, community agency staff, business and industry staff, or parents) and the mode of delivery (large group, small group, individual instruction, computer/media, or other). Again, the abstracts were coded to reflect the number of facilitators or modes of delivery mentioned. The percentages were calculated by dividing the total number of abstracts coded for a category by the total number of abstracts reviewed at each level. Therefore, the numerical totals and percentage totals referred to in this monograph may be more than the original number of abstracts.

Primary Level/Setting

E = Elementary School
M = Middle/Junior High School
H = High School
AC = Adult: 2-year Community College
AU = Adult: 4-year College/University
AB = Adult: Business/Industry
AA = Adult: Community Agency

Facilitators

t = Teacher
sc = School Counselor
ca = Community Agency Staff
bi = Business/Industry Staff
p = Parents

Delivery Mode

lg = Large-Group Instruction
sm = Small-Group Instruction
ia = Individual Assistance
cm = Computer/Media-Based Instruction
o = Other

National Guidelines and Competencies

S = Self-Knowledge
  I. Self-Concept
  II. Interaction
  III. Growth/Change

O = Educational/Occupational Exploration
  IV. Educational Achievement
  V. Work/Learning
  VI. Career Information
  VII. Job-Seeking Skills
  VIII. Work/Society

P = Career Planning
  IX. Decision Making
  X. Life Roles
  XI. Male/Female Roles
  XII. Career Transitions

Figure 2. Abstract coding system

The process of coding was completed by reading the abstract and underlining the relevant information. The code was applied in the following order from left to right: level, National Guidelines area, competency, facilitator, and delivery mode. Each abstract was given as many codes as applied. An example is given in figure 3.

This coded information was then compiled into frequency distributions for each National Guidelines area, facilitator, and delivery mode within each of the levels.

"'Student as Worker': A Simple Yet Effective Career Education Activity."

Miller, Mark J.

Elementary School Guidance and Counseling, v. 22 n. 3 p. 246-247

Feb 1988

Describes career education activity, "Student as Worker," in which elementary school children pretend school is their job and respond to questions about what is expected of them on the job as students. Responses are related to factors considered in most jobs, such as punctuality, appropriate attire, hard work and effort, competence, social skills, dependability, and commitment. (ABL)

CODE: E,O,V,t,lg E,O,VII,t,lg
E = Elementary School Level
O = National Guidelines Area - Educational/Occupational Exploration
V = The fifth competency - Work/Learning
VII = The seventh competency - Job-Seeking Skills
t = Teacher as Facilitator
lg = Large Group as Delivery Mode

Figure 3. Coded abstract

REVIEWS OF K-12 ABSTRACTS

This section is divided into three parts: Elementary School, Middle/Junior High School, and High School. Each part has the following components:

- An overview of career guidance at that level
- The National Guidelines competencies and indicators for that level
- The review of the abstracts
- Comments and recommendations
- Sample activities

Elementary School Level

Overview

The primary goal for career guidance at the elementary school level is to introduce children to the tasks that are important for a productive and rewarding way of life. A comprehensive program is concerned with the personal, educational, and career developmental aspects of the student. It is not intended to force children to make premature choices. Rather, the program focuses on awareness of choices that will be available, ways to anticipate and plan for them, and how they relate these choices to personal characteristics. Students need to know that they will have opportunities to make choices and will have the ability to do so. Students need to become aware of themselves, how they are changing and how they can use school experiences to explore and prepare for the future.

If the information that is obtained first carries the most weight in ultimate decisions, then career guidance programs in the elementary school must focus attention on self-awareness, attitude development, decision making, and knowledge of the broad characteristics and expectations of work (Herr and Cramer 1988). Emphasis is placed on learning skills and attitudes that will help each student become a responsible, productive member of society.

Elementary school students understand at a concrete level. They are developing an identity and a sense of self-worth and confidence. These students are learning to relate to peers, to relate to adults in addition to family members, and to take responsibility for themselves and their possessions. It is crucial that appropriate experiences provide all children with opportunities to develop self-understanding and a sense of belonging and of contributing in a complex and changing society.

The National Guidelines competencies and indicators represent the skills and attitudes that children should acquire to make the transition to the middle/junior high school and to start developing an educational plan to ensure their academic growth and continuing career development. The presentation of the following competencies does not imply a sequential order for delivery but is an inclusive listing that comprises the beginning of a comprehensive career guidance program (NOICC 1990b).

National Guidelines Competencies and Indicators–Elementary Level

Self-Knowledge

Competency I: Knowledge of the importance of self-concept

Indicators:
- Describe positive characteristics about self as seen by self and others
- Identify how behaviors affect school and family situations
- Describe how behavior influences the feelings and actions of others
- Demonstrate a positive attitude about self
- Identify personal interests, abilities, strengths, and weaknesses
- Describe ways to meet personal needs through work

Competency II: Skills to interact with others

Indicators:
- Identify how people are unique
- Demonstrate effective skills for interacting with peers and adults
- Demonstrate skills in resolving conflicts with peers and adults
- Demonstrate group membership skills
- Identify sources and effects of peer pressure
- Demonstrate appropriate behaviors when peer pressures are contrary to one's beliefs
- Demonstrate awareness of different cultures, life-styles, attitudes, and abilities

Competency III: Awareness of the importance of growth and change

Indicators:
- Identify personal feelings
- Identify ways to express feelings
- Describe causes of stress
- Identify and select appropriate behaviors to deal with specific emotional situations
- Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others
- Demonstrate knowledge of good health habits

Educational and Occupational Exploration

Competency IV: Awareness of the benefits of educational achievement

Indicators:
- Describe how academic skills can be used in the home and community
- Identify personal strengths and weaknesses in subject areas
- Identify academic skills needed in several occupational groups
- Describe relationships among ability, effort, and achievement
- Implement a plan of action for improving academic skills
- Describe school tasks that are similar to skills essential for job success

- Describe how the amount of education needed for different occupational levels varies

Competency V: Awareness of the relationship between work and learning

Indicators:
- Identify different types of work, both paid and unpaid
- Describe the importance of preparing for occupations
- Demonstrate effective study and information seeking habits
- Demonstrate an understanding of the importance of practice, effort, and learning
- Describe how current learning relates to work
- Describe how one's role as a student is like that of an adult worker

Competency VI: Skills to understand and use career information

Indicators:
- Describe work of family members, school personnel, and community workers
- Identify occupations according to data, people, and things
- Identify work activities of interest to the student
- Describe the relationship of beliefs, attitudes, interests, and abilities to occupations
- Describe jobs that are present in the local community
- Identify the working conditions of occupations (e.g., inside/outside, hazardous)
- Describe way in which self-employment differs from working for others
- Describe how parents, relatives, adult friends, and neighbors can provide career information

Competency VII: Awareness of the importance of personal responsibility and good work habits

Indicators:
- Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) to getting and keeping jobs
- Demonstrate positive ways of performing work activities
- Describe the importance of cooperation among workers to accomplish a task
- Demonstrate the ability to work with people who are different from oneself (e.g., race, age, gender)

Competency VIII: Awareness of how work relates to the needs and functions of society

Indicators:
- Describe how work can satisfy personal needs
- Describe the products and services of local employers
- Describe ways in which work can help overcome social and economic problems

Career Planning

Competency IX: Understanding how to make decisions

Indicators:
- Describe how choices are made
- Describe what can be learned from making mistakes
- Identify and assess problems that interfere with attaining goals
- Identify strategies used in solving problems
- Identify alternatives in decision-making situations
- Describe how personal beliefs and attitudes affect decision making
- Describe how decisions affect self and others

Competency X: Awareness of interrelationship of life roles

Indicators:
- Describe the various roles an individual may have (e.g., friend, student, worker, family member)
- Describe work-related activities in the home, community, and school
- Describe how family members depend on one another, work together, and share responsibilities
- Describe how work roles complement family roles

Competency XI: Awareness of different occupations and changing male/female roles

Indicators:
- Describe how work is important to all people
- Describe the changing life roles of men and women in work and family
- Describe how contributions of individuals both inside and outside the home are important

Competency XII: Awareness of the career planning process

Indicators:
- Describe the importance of planning
- Describe skills needed in a variety of occupational groups
- Develop an individual career plan for the elementary school level

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(NOICC 1989)

Abstract Review

Based on a review of the abstracts coded for the elementary school level, figure 5 provides the frequency distributions regarding type of facilitator, delivery mode, National Guidelines area, and competencies of the activities described in the abstracts.

When reviewing the abstracts, the distribution for each individual category was noted. Most abstracts addressed more than one of these categories. For example, if an abstract described activities related only to the area of Self-Knowledge, this would be indicated on the frequency distribution once. Then, if this abstract related to several competencies or facilitators in this area, it would be indicated in more than one separate category. Therefore, since each abstract could include more than one competency or facilitator, the totals do not reflect a simple addition of the individual parts. The findings are reported by the total number of responses and by total percentages.

Elementary School Level N=99

Facilitator	Teacher	72	Business/Industry	4
	School Counselor	40	Parents	10
	Community Agency	1		
Delivery Mode	Large Group	75	Computer Media	4
	Small Group	5	Other	9
	Individual	20		

	National Guidelines Area											
	Self-Knowledge			Educational and Occupational Exploration					Career Planning			
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Competency Totals	14	9	7	26	31	42	31	11	8	10	25	10
Area Totals		17				75					37	

Figure 4. Elementary school level frequency distribution

Comments and Recommendations

In the frequency distribution, percentages in the categories total greater than 100 percent as more than one response for each abstract category was counted when appropriate.

Who facilitates programs at the elementary school level?

	No.	%
Teachers	72	74
Counselors	40	41
Community Agency Staff	1	1
Business/Industry Staff	4	4
Parents	10	9

How are programs delivered at the elementary school level?

	No.	%
Large Group	75	77
Small Group	5	5
Individual Instruction	20	20
Computer/Media	4	5
Other	9	8

Based on the review of the elementary school level abstracts, it is apparent that most of the activities were conducted by teachers and counselors through large group instruction. This seems appropriate as these adults are the primary contacts for elementary school students and the classroom is the primary place of contact.

It is interesting to note that counselors are working with career development programs at the elementary school level. This involvement supports the concept of counselors being involved in comprehensive school career development programs K-12. The abstracts indicate that counselors are teaming with teachers in providing these activities, serving as consultants and resource persons. Based on the reported smaller percentages of community agency staff, business/industry staff, and parents involved, it seems appropriate to recruit them and encourage their increased participation.

Students at this level relate well to computers and audiovisual materials. A 5 percent figure for this mode of delivery seems to indicate much more could be done in this area. Films and video cassettes could be used in group activities and computer software used in individual or small group work.

Which competencies do programs address at the elementary school level?

	No.	%
Self-Knowledge	17	18
I. Self-Concept	14	14
II. Interaction	9	9
III. Growth/Change	7	7
Educational/ Occupational Exploration	75	75
IV. Educational Achievement	26	26
V. Work/Learning	31	31
VI. Career Information	42	42
VII. Job-Seeking Skills	31	31
VIII. Work/Society	11	11
Career Planning	37	36
IX. Decision Making	8	8
X. Life Roles	10	10
XI. Male/Female Roles	25	25
XII. Career Planning	10	10

Because awareness of careers is important for students at this level, it is interesting to note that the area of educational and occupational exploration was most frequently mentioned. Self-knowledge, which is crucial at this level, is the lowest reported percentage of the three areas. Both self-knowledge and career awareness are needed for students to be able to make choices as they become involved in career planning.

Self-knowledge also relates to self-concept and self-esteem. Since self-concept significantly affects one's perception of what is possible in choosing a career, this competency needs to be emphasized at the elementary level.

As career gender stereotypes continue to influence youngsters at the elementary school level, it is heartening to note the large number of abstract responses (25) related to competency XI, awareness of different occupations and changing male and female roles. Both females and males need to know of all occupational possibilities, regardless of gender.

Based on these data, recommendations for the elementary school level are as follows:

- Counselors should continue to work in career guidance programs
- More parents and community persons should be involved in presenting career information
- Increased attention should be given to self-knowledge activities, especially as they relate to the development of a positive self-concept
- Use of media (computer programs, videos, films) should be increased

Sample Activities

Sample activities selected from the reviewed ERIC literature and field-based programs are presented in the next section. These activities were chosen as they related most closely to the National Guidelines format and competencies across the three basic areas at each level.

For a complete list of the abstracts reviewed at the elementary school level, see Appendix A.

Elementary School Activity

Guidelines Area: Self-Knowledge

Competency I: Knowledge of the importance of self-concept
Competency II: Skills to interact with others
Competency III: Awareness of the importance of growth and change

Title: *Elementary Health. Teachers Resource Manual, Revised.*

Abstract Code: E,S,I,II,III,t,lg
E = Elementary School Level
S = National Guidelines Area - Self-Knowledge
I = The first competency - Self-Concept
II = The second competency - Interaction
III = The third competency - Growth/Change
t = Teacher as Facilitator
lg = Large Group as Delivery Mode

Description: This teaching manual is designed to provide health teachers with activities and resources for the classroom. These activities and resources are developed around four themes: (1) self-awareness and acceptance, (2) relating to others, (3) life careers, and (4) body knowledge and care. These are teacher-directed, large-group activities.

Source: Alberta Department of Education (1983)

Elementary School Activity

Guidelines Area: Educational and Occupational Exploration

Competency VII: Awareness of the importance of personal responsibility and good work habits

Title: *"Student as Worker": A Simple Yet Effective Career Education Activity.*

Abstract Code: E,O,VII,t,lg
E = Elementary School Level
O = National Guidelines Area - Educational/Occupational Exploration
VII = The seventh competency - Responsibility/Work Habits
t = Teacher as Facilitator
lg = Large Group as Delivery Mode

Description: Students participate in an activity in which they pretend that school is their job. They are directed to respond to questions pertaining to work expectations. Skills such as punctuality, appropriate dress code, social interaction, competent work, dependability, and commitment are emphasized. This is a teacher-directed, large-group activity.

Source: Miller (1988)

Elementary School Activity

Guidelines Area: Educational and Occupational Exploration

Competency VI: Skills to understand and use career information

Title: *Elementary School Children and Career Fantasy: Patterns, Procedures, and Implications.*

Abstract Code: E,O,VI,t,lg
E = Elementary School Level
O = National Guidelines Area - Educational/Occupational Exploration
VI = The seventh competency - Career Information
t = Teacher as Facilitator
lg = Large Group as Delivery Mode

Description: Career fantasy is described as a useful tool in helping elementary school students begin to explore careers. Specific techniques to guide the fantasies as well as sample fantasies are described. This is a teacher-directed, large-group activity.

Source: Mazza and Manna (1982)

Elementary School Activity

Guidelines Area: Career Planning

Competency XI: Awareness of different occupations and changing male/female roles

Title: *Exploring Women's Political Careers through Biographies.*

Abstract Code: E,P,XI,t,lg,ia,cm
E = Elementary School Level
P = National Guidelines Area - Career Planning
XI = The eleventh competency - Male/Female Roles
t = Teacher as Facilitator
lg = Large Group as Delivery Mode
ia = Individual Assistance as Delivery Mode
cm = Computer/Media-Based Instruction as Delivery Mode

Description: This collection of biographies can be used to encourage young girls to explore nontraditional careers. The author suggests several activities using the biographies, such as an in-depth study of one woman's career; compare and contrast two biographies of the same woman. This is a teacher-directed activity that can be implemented individually or in a large group.

Source: Styer (1981)

Elementary School Activity

Guidelines Area: Self-Knowledge

Competency I: Knowledge of the importance of self-concept

Title: "The Purple Cow" in *Career Guidance Lesson Plans for Grades K-12.*

Abstract Code: E,S,I,t,lg
E = Elementary School Level
S = National Guidelines Area - Self-Knowledge
I = The first competency - Self-Concept
t = Teacher as Facilitator
lg = Large Group as Delivery Mode

Description: Students read the poem "The Purple Cow" by Gelett Burgess. They discuss who or what they would be if they could be anyone or anything in the world. They identify why they like to be themselves.

Source: Neptune Township Public Schools (1990)

Elementary School Activity

Guidelines Area: Career Planning

Competency IX: Understanding how to make decisions

Title: "Understanding Right and Wrong" in *Career Guidance Lesson Plans for Grades K-12.*

Abstract Code: E,P,IX,t,cm
E = Elementary School Level
P = National Guidelines Area - Career Planning
IX = The ninth competency - Decision Making
t = Teacher as Facilitator
cm = Computer/Media-Based Instruction as Delivery Mode

Description: After viewing filmstrips "Conscience: Why Do I Feel So Guilty?" and "Rationalization: All the Kids Do It," students identify personal values, discuss how values change, and examine the importance of personal values in everyday life.

Source: Neptune Township Public Schools (1990)

Middle/Junior High School Level

Overview

Early adolescents are slowly moving from seeking and meeting adult expectations to seeking and meeting their own expectations through friendships and interactions with their peer group. Excitable, easily motivated, creative, inquisitive, and eager to explore, these students require a learning environment that is participative and action oriented. Educational achievements will be maximized to the extent that the school program responds to and acknowledges these traits.

The career guidance program at the middle/junior high school level should be designed as an integral part of the school curriculum (Gysbers and Henderson 1988) and should address the needs of these young people, allowing them opportunities to explore various educational and career interests and to express their developing selves. Students need to relate their educational choices and achievements to future consequences in terms of occupational and educational alternatives, their respective requirements, and the lifestyles they represent.

The student competencies and indicators represent the skills and attitudes that students should acquire in transition to high school and in development of an educational plan to ensure their academic growth and continuing career development. The presentation of the competencies does not imply a sequential order for delivery but is an inclusive listing of the components of a comprehensive career guidance program (NOICC 1990b).

National Guidelines Competencies and Indicators–Middle/Junior High Level

Self-Knowledge

Competency I: Knowledge of the influence of a positive self-concept

Indicators:
- Describe personal likes and dislikes
- Describe individual skills required to fulfill different life roles

- Describe how one's behavior influences the feelings and actions of others
- Identify environmental influences on attitudes, behaviors, and aptitudes

Competency II: Skills to interact with others

Indicators:

- Demonstrate respect for the feelings and beliefs of others
- Demonstrate an appreciation for the similarities and differences among people
- Demonstrate tolerance and flexibility in interpersonal and group situations
- Demonstrate skills in responding to criticism
- Demonstrate effective group membership skills
- Demonstrate effective social skills
- Demonstrate understanding of different cultures, life-styles, attitudes, and abilities

Competency III: Knowledge of the importance of growth and change

Indicators:

- Identify feelings associated with significant experiences
- Identify internal and external sources of stress
- Demonstrate ways of responding to others when under stress
- Describe changes that occur in the physical, psychological, social, and emotional development of an individual
- Describe physiological and psychological factors as they relate to career development
- Describe the importance of career, family, and leisure activities to mental, emotional, physical, and economic well-being

Educational and Occupational Exploration

Competency IV: Knowledge of the benefits of educational achievement to career opportunities

Indicators:

- Describe the importance of academic and occupational skills in the work world
- Identify how skills taught in school subjects are used in various occupations
- Describe individual strengths and weaknesses in school subjects
- Describe a plan of action for increasing basic educational skills
- Describe the skills needed to adjust to changing occupational requirements
- Describe how continued learning enhances the ability to achieve goals
- Describe how skills relate to the selection of high school courses of study
- Describe how aptitudes and abilities relate to broad occupational groups

Competency V: Understanding the relationship between work and learning

Indicators:

- Demonstrate effective learning habits and skills

- Demonstrate an understanding of the importance of personal skills and attitudes to job success
- Describe the relationship of personal attitudes, beliefs, abilities, and skills to occupations

Competency VI: Skills to locate, understand, and use career information

Indicators:
- Identify various ways that occupations can be classified
- Identify a number of occupational groups for exploration
- Demonstrate skills in using school and community resources to learn about occupational groups
- Identify sources to obtain information about occupational groups including self-employment
- Identify skills that are transferable from one occupation to another
- Identify sources of employment in the community

Competency VII: Knowledge of skills necessary to seek and obtain jobs

Indicators:
- Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs
- Describe terms and concepts used in describing employment opportunities and conditions
- Demonstrate skills to complete a job application
- Demonstrate skills and attitudes essential for a job interview

Competency VIII: Understanding how work relates to the needs and functions of the economy

Indicators:
- Describe the importance of work and society
- Describe the relationship between work and economic and societal needs
- Describe the economic contributions workers make to society
- Describe the effects that societal, economic, and technological change have on occupations

Career Planning

Competency IX: Skills to make decisions

Indicators:
- Describe personal beliefs and attitudes
- Describe how career development is a continuous process with a series of choices
- Identify possible outcomes of decisions
- Describe school courses related to personal, educational, and occupational interests
- Describe how expectations of others affect career planning

- Identify ways in which decisions about education and work relate to other major life decisions
- Identify advantages and disadvantages of various secondary and postsecondary programs for attainment of career goals
- Identify the requirements for secondary and postsecondary programs

Competency X: Knowledge of the interrelationship of life roles

Indicators:

- Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent
- Identify how work roles at home satisfy needs of the family
- Identify personal goals that may be satisfied through a combination of work, community, social, and family roles
- Identify personal leisure choices in relation to life-style and the attainment of future goals
- Describe the advantages and disadvantages of various life role options
- Describe the interrelationships between family, occupational, and leisure decisions

Competency XI: Knowledge of different occupations and changing male/female roles

Indicators:

- Describe advantages and problems of entering nontraditional occupations
- Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender
- Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations

Competency XII: Understanding the process of career planning

Indicators:

- Demonstrate knowledge of exploratory processes and programs
- Identify school courses that meet tentative career goals
- Demonstrate knowledge of academic and vocational programs offered at the high school level
- Describe skills needed in a variety of occupations, including self-employment
- Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals
- Develop an individual career plan, updating information from the elementary level plan and including tentative decisions to be implemented in high school

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(NOICC 1989)

Abstract Review

Based on a review of the abstracts coded for the middle/junior high school level, figure 5 provides the frequency distributions regarding type of facilitator, delivery mode, National Guidelines area, and competencies of the activities described in the abstracts.

When reviewing the abstracts, the distribution for each individual category was noted. Most abstracts addressed more than one of these categories. For example, if an abstract described activities related only to the area of Self-Knowledge, this would be indicated on the frequency distribution once. Then, if this abstract related to several competencies or facilitators in this area, it would be indicated in more than one separate category.

Therefore, since each abstract could include more than one competency, the totals do not reflect a simple addition of the individual parts. The findings are reported by the total number of responses and by total percentages.

Middle/Junior High School Level N = 126

Facilitator	Teacher	89	Business/Industry	0
	School Counselor	74	Parents	11
	Community Agency	5		
Delivery Mode	Large Group	78	Computer Media	15
	Small Group	13	Other	16
	Individual	41		

National Guidelines Area

	Self-Knowledge			Educational and Occupational Exploration					Career Planning			
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Competency Totals	13	6	1	11	21	75	24	1	14	5	20	26
Area Totals		17				97					50	

Figure 5. Middle/junior high school level frequency distribution

Comments and Recommendations

In the frequency distribution, percentages in the categories total greater than 100 percent as more than one response for each abstract category was counted when appropriate.

Who facilitates programs at the middle/junior high school level?

	No.	%
Teachers	89	71
Counselors	74	59

Community Agency Staff	5	4
Business/Industry Staff	0	0
Parents	11	9

How are programs delivered at the middle/junior high school level?

	No.	%
Large Group	78	62
Small Group	13	10
Individual Instruction	41	33
Computer/Media	15	12
Other	16	13

It is apparent that the majority of activities were conducted by teachers and counselors through large group and individual instruction. This follows the same pattern at the elementary school level, but with an increase in individual contacts.

The lack of reported business and industry staff participation at this level is noticeable. At this level, students should learn more about careers and related life-styles, and it would be most appropriate for them to speak directly to workers or visit their work setting.

Counselors are much more involved at this level and in all three areas. Even though they spend more time with individual students and groups of students, the counselors can also aid students at this level by consulting with and coordinating activities with classroom teachers and persons from the business community.

Which competencies do programs address at the middle/junior high school level?

	No.	%
Self-Knowledge	17	14
I. Self-Concept	13	10
II. Interaction	6	5
III. Growth/Change	1	1
Educational/ Occupational Exploration	97	77
IV. Educational Achievement	11	9
V. Work/Learning	21	17
VI. Career Information	75	60
VII. Responsibility	24	19
VIII. Work/Society	1	1
Career Planning	50	40
IX. Decision Making	14	11
X. Life Roles	5	4
XI. Male/Female Roles	20	16
XII. Career Planning	26	12

This school level is a crucial one in terms of student exploration of educational and occupational opportunities. It appears that this need is being met as 77 percent of the activities were related to this need and 60 percent of them dealt with information about careers. Yet within this area, only 1 percent of the abstracts were related to competency VIII, understanding how work relates to the needs and functions of the economy. This subject needs to be addressed more thoroughly, perhaps through curriculum units dealing with economics and the sociology of work.

Initial career planning, as it relates to educational curriculum choices, is significant in a student's life at this school level. The percentage of abstracts (40 percent) related to the area of career planning indicates that attention is being given to this need. As students make the transition to high school, self-knowledge activities need to be used as they relate to possible careers and to decision making regarding high school programs, whether they are vocational, technical, business, or college preparatory in nature. In their review of high school options, students should be encouraged to formulate Educational/Employment Development Plans (EEDPs).

Based on these data, recommendations for the middle/junior high school level are as follows:

- More emphasis on self-knowledge competencies as students need to relate themselves to career opportunities and appropriate educational preparation
- More involvement of business persons with students to help them with educational and occupational exploration and career planning
- Increased attention to competency IX, awareness of benefits of educational achievement, as the amount of education for different occupations varies
- Increased emphasis on competency VII, knowledge of skills necessary to seek and obtain jobs, as students at this level are beginning to interview for and obtain entry-level jobs

Sample Activities

Sample activities selected from the reviewed ERIC literature and field-based programs are presented in the next section. These activities were chosen as they related most closely to the National Guidelines format and indicated competencies across the three basic areas at each level.

For a complete list of the abstracts reviewed at the middle/junior high school level, see Appendix B.

Middle/Junior High School Activity

Guidelines Area: Self-Knowledge

Competency I: Knowledge of the influence of a positive self-concept
Competency III: Awareness of the importance of growth and change

Title: *Self-Appraisal Instructional Guide. Occupational Orientation, Revised Edition.*

Abstract Code: M,S,I,III,t,sc,lg
M = Middle/Junior High School Level
S = National Guidelines Area - Self-Knowledge
I = The first competency - Self-Concept
III = The third competency - Growth/Change
t = Teacher as Facilitator
sc = School Counselor as Facilitator
lg = Large Group as Delivery Mode

Description: This program helps students look at career choices based upon self-appraisal. The goals are understanding oneself; assessing attitudes, interests, abilities, aptitudes; leadership; and learning to cope with change. This can be implemented by either a teacher or a school counselor in a large-group setting.

Source: Hendrix (1984)

Middle/Junior High School Activity

Guidelines Area: Educational and Occupational Exploration

Competency VII: Knowledge of skills necessary to seek and obtain jobs

Title: *Exploring Careers through Volunteerism.*

Abstract Code: M,O,VII,t,lg
M = Middle/Junior High School Level
O = National Guidelines Area - Educational/Occupational Exploration
VII = The seventh competency - Job-Seeking Skills
t = Teacher as Facilitator
lg = Large Group as Delivery Mode

Description: This program helps middle/junior high school students learn job skills through volunteerism. It details how to find a volunteer job, how to apply, and how to be successful on the job. It is a teacher-directed, large-group activity.

Source: Beale (1984)

Middle/Junior High School Activity

Guidelines Area: Educational and Occupational Exploration

Competency VI: Skills to locate, understand and use career information

Title: *Improving Vocational Guidance and Counseling for Middle School Students by Establishing a Regional Middle School Resource Center for Southwest Virginia, Final Report.*

Abstract Code: M,O,VI,sc,cm,ia
M = Middle/Junior High School Level
O = National Guidelines Area - Educational/Occupational Exploration
VI = The sixth competency - Career Information
sc = School Counselor as Facilitator
cm = Computer/Media-Based Instruction as Delivery Mode
ia = Individual Assistance as Delivery Mode

Description: This is a report of a project to improve the career resource center at a middle school. The goals of the project were to (1) implement computer-assisted career guidance, (2) develop inservice programs for other schools, and (3) evaluate student and counselor use of the center.

Source: Kelly (1987)

Middle/Junior High School Activity

Guidelines Area: Career Planning

Competency XII: Understanding the process of career planning

Title: *Servicio de Informacion para la Orientacion Educativa. Guia para su Interpretacion y Uso. (Information Service for Educational Counseling. Guide for Its Interpretation and Use).*

Abstract Code: M,P,XII,sc,ia,
M = Middle/Junior High School Level
P = National Guideline Area - Career Planning
XII = The twelfth competency - Career Planning
sc = School Counselor as Facilitator
ia = Individual Assistance as Delivery Mode

Description: This Spanish-language guide describes a program designed to help middle/junior high school students develop career interests and educational goals. The program involves four measurement instruments: (1) a verbal test, (2) a mathematics and problem-solving test, (3) an analogy test, and (4) a questionnaire on personal habits and interests. The school counselor works individually with the student to develop an education plan based on these results.

Source: College Entrance Examination Board (1983)

Middle/Junior High School Activity

Guidelines Area: Educational and Occupational Exploration

Competency VI: Skills to locate, understand, and use career information

Title: "Interest Assessment" in *Career Guidance Lesson Plans for Grades K-12.*

Abstract Code: M,O,VI,t,ia
M = Middle/Junior High School Level
O = National Guidelines Area - Educational/Occupational Exploration
VI = The sixth competency - Career Information
t = Teacher as Facilitator
ia = Individual Assistance as Delivery Mode

Description: In this activity, students develop a personal interest profile based on classification of interest areas according to Things, Data, People, and Ideas. Potential career choices based on this interest assessment are then explored.

Source: Neptune Township Public Schools (1990)

Middle/Junior High School Activity

Guidelines Area: Career Planning

Competency XII: Understanding the process of career planning

Title: "What Everyone Should Know about Career Planning" in *Career Guidance Lesson Plans for Grades K-12.*

Abstract Code: M,P,XII,t,lg
M = Middle/Junior High School Level
P = National Guidelines Area - Career Planning
XII = The twelfth competency - Career Planning
t = Teacher as Facilitator
lg = Large Group as Delivery Mode

Description: Using the booklet, "What Everyone Should Know about Career Planning," students learn to develop a self-assessment process and discover strategies to learn about available careers, find the jobs they want, and get job interviews.

Source: Neptune Township Public Schools (1990)

High School Level

Overview

The high school years represent a turning point in the lives of students. For some students, it is preparation for entry into further education; for other students, it is preparation for entry into the full-time work force. Thus, career guidance programs at the high school level must be predicated on individual needs, readiness, and motivation and help students prepare for the transition into the adult world. Students need to develop competencies that will enable them to make the important choices that they will face during their high school years and develop the skills they will need as they mature in their own career development. These competencies and skills will be used over their life span and be further developed by lifelong learning experiences.

These student competencies and indicators represent the basic skills and attitudes students should master to deal effectively with daily life and to acquire the information and skill training that will enable them to make decisions about secondary and postsecondary education, entering the world of work, and financing further education and training. The presentation of the competencies does not imply a sequential order for delivery but is an inclusive listing of the components of a comprehensive career guidance program (NOICC 1990b).

National Guidelines Competencies and Indicators–High School Level

Self-Knowledge

Competency I: Understanding the influence of a positive self-concept

Indicators:
- Identify and appreciate personal interests, abilities, and skills
- Demonstrate the ability to use peer feedback
- Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals
- Demonstrate an understanding of environmental influences on one's behaviors
- Demonstrate an understanding of the relationship between personal behavior and self-concept

Competency II: Skills to interact positively with others

Indicators:
- Demonstrate effective interpersonal skills
- Demonstrate interpersonal skills required for working with and for others
- Describe appropriate employer and employee interactions in various situations
- Demonstrate how to express feelings, reactions, and ideas in an appropriate manner

Competency III: Understanding the impact of growth and development

Indicators:
- Describe how developmental changes affect physical and mental health
- Describe the effect of emotional and physical health on career decisions
- Describe healthy ways of dealing with stress
- Demonstrate behaviors that maintain physical and mental health

Educational and Occupational Exploration

Competency IV: Understanding the relationship between educational achievement and career planning

Indicators:
- Demonstrate how to apply academic and vocational skills to achieve personal goals
- Describe the relationship of academic and vocational skills to personal interests
- Describe how skills developed in academic and vocational programs relate to career goals
- Describe how education relates to the selection of college majors, further training, and/or entry into the job market

- Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements
- Describe how learning skills are acquired in the workplace

Competency V: Understanding the need for positive attitudes toward work and learning

Indicators:
- Identify the positive contributions workers make to society
- Demonstrate knowledge of the social significance of various occupations
- Demonstrate a positive attitude toward work
- Demonstrate learning habits and skills that can be used in various educational situations
- Demonstrate positive work attitudes and behaviors

Competency VI: Skills to locate, evaluate, and interpret career information

Indicators:
- Describe the educational requirements of various occupations
- Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).
- Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., *Dictionary of Occupational Titles*)
- Describe the concept of career ladders
- Describe the advantages and disadvantages of self-employment as a career option
- Identify individuals in selected occupations as possible information resources, role models, or mentors
- Describe the influence of change in supply and demand for workers in different occupations
- Identify how employment trends relate to education and training
- Describe the impact of factors such as population, climate, and geographic location on occupational opportunities

Competency VII: Skills to prepare to seek, obtain, maintain, and change jobs

Indicators:
- Demonstrate skills to locate, interpret, and use information about job openings and opportunities
- Demonstrate academic or vocational skills required for a full or part-time job
- Demonstrate skills and behaviors necessary for a successful job interview
- Demonstrate skills in preparing a resume and completing job applications
- Identify specific job openings
- Demonstrate employability skills necessary to obtain and maintain jobs
- Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change)

- Describe placement services available to make the transition from high school to civilian employment, the armed services, or postsecondary education/training
- Demonstrate an understanding that job opportunities often require relocation
- Demonstrate skills necessary to function as a consumer and manage financial resources

Competency VIII: Understanding how societal needs and functions influence the nature and structure of work

Indicators:

- Describe the effect of work on life-styles
- Describe how society's needs and functions affect the supply of goods and services
- Describe how occupational and industrial trends relate to training and employment
- Demonstrate an understanding of the global economy and how it affects each individual

Career Planning

Competency IX: Skills to make decisions

Indicators:

- Demonstrate responsibility for making tentative educational and occupational choices
- Identify alternatives in given decision-making situations
- Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements
- Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training
- Identify and complete required steps toward transition from high school to entry into postsecondary education/training or work
- Identify steps to apply for and secure financial assistance for postsecondary education and training

Competency X: Understanding the interrelationship of life roles

Indicators:

- Demonstrate knowledge of life stages
- Describe factors that determine life-styles (e.g., socioeconomic status, culture, values, occupational choices, work habits)
- Describe ways in which occupational choices may affect life-style
- Describe the contribution of work to a balanced and productive life
- Describe ways in which work, family, and leisure roles are interrelated
- Describe different career patterns and their potential effect on family patterns and life-style
- Describe the importance of leisure activities

- Demonstrate ways that occupational skills and knowledge can be acquired through leisure

Competency XI: Understanding the continuous changes in male/female roles

Indicators:
- Identify factors that have influenced the changing career patterns of women and men
- Identify evidence of gender stereotyping and bias in educational programs and occupational settings
- Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping
- Identify courses appropriate to tentative occupational choices
- Describe the advantages and problems of nontraditional occupations

Competency XII: Skills in career planning

Indicators:
- Describe career plans that reflect the importance of lifelong learning
- Demonstrate knowledge of postsecondary vocational and academic programs
- Demonstrate knowledge that changes may require retraining and upgrading of employees skills
- Describe school and community resources to explore educational and occupational choices
- Describe the costs and benefits of self-employment
- Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs
- Demonstrate skills necessary to compare education and job opportunities
- Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school

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(NOICC 1989)

Abstract Review

Based on a review of the abstracts coded for the high school level, figure 6 provides the frequency distributions regarding type of facilitator, delivery mode, National Guidelines area, and competencies of the activities described in the abstracts.

When reviewing the abstracts, the distribution for each individual category was noted. Most abstracts addressed more than one of these categories. For example, if an abstract described activities related only to the area of Self-Knowledge, this would be indicated on the frequency distribution once. Then, if this abstract related to several competencies or facilitators in this area, it would be indicated in more than one separate category. Therefore, since each abstract could include more than one competency, the totals do not reflect a simple addition of the individual parts. The findings are reported by the total number of responses and by total percentages.

High School Level N=801

Facilitator	Teacher	416	Business/Industry	26
	School Counselor	457	Parents	44
	Community Agency	56		
Delivery Mode	Large Group	303	Computer Media	79
	Small Group	58	Other	60
	Individual	473		

	National Guidelines Area											
	Self-Knowledge			Educational and Occupational Exploration					Career Planning			
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Competency Totals	121	40	12	256	119	337	320	48	136	48	96	162
Area Totals		141				660					364	

Figure 6. High school level frequency distribution

Comments and Recommendations

As in the frequency distribution, percentages in the categories will total greater than 100 percent as more than one response for each abstract category was counted when appropriate.

Who facilitates programs at the high school level?

	No.	%
Teachers	416	52
Counselors	457	57
Community Agency Staff	56	7
Business/Industry Staff	26	3
Parents	44	6

How are programs delivered at the high school level?

	No.	%
Large Group	303	38
Small Group	58	7
Individual Instruction	473	60
Computer/Media	79	10
Other	60	8

Based on the review of the 801 high school level abstracts, it was evident that all groups of facilitators were involved. School counselors and teachers were most frequently mentioned, with counselors more involved than teachers for the first time at a K-12 school level. Also for the first time, individual instruction was the main mode of delivery. This does reflect the increased amount of time high school counselors spend with individual students, compared to the elementary and middle school levels, as reported in the abstracts.

Which competencies do programs address at the high school level?

	No.	%
Self-Knowledge	141	18
I. Self-Concept	121	15
II. Interaction	40	5
III. Growth/Change	12	2
Educational/ Occupational Exploration	660	82
IV. Educational Achievement	256	32
V. Work/Learning	119	15
VI. Career Information	337	42
VII. Job-Seeking Skills	320	40
VIII. Work/Society	48	6
Career Planning	364	45
IX. Decision Making	136	17
X. Life Roles	48	6
XI. Male/Female Roles	96	12
XII. Career Planning	162	20

Educational and Occupational Exploration was again the area most frequently mentioned in the abstracts. Competency VI, skills to locate, evaluate, and interpret career information, was identified in 42 percent of the abstracts. The importance of career information again is pointed out. Also, it is significant to note that competency VII, skills to prepare to seek, obtain, maintain, and change jobs, was noted in 40 percent of the abstracts at this level. This seems very appropriate, as these students are working at part-time jobs and preparing to work full time or part time as they continue their education or training.

Although there is a smaller percentage of self-knowledge activities reported, it is crucial that they be offered at this level. Self-awareness is needed to help students make important decisions regarding educational and occupational choices. That these decision-making skills are being emphasized is seen in 17 percent of the abstracts reported in competency IX, skills to make decisions.

The Career Planning area receives much attention according to 45 percent of the related abstracts coded. This again is appropriate as basic career development and career education tenets suggest an increasing emphasis on career planning from elementary to high school.

Competency III, understanding growth, competency VIII, work and society, and competency X, life roles all indicate a lower percentage of related activities. More emphasis could be placed on them in career guidance programs at this level.

Based on these data, recommendations for the high school level are as follows:

- Increased emphasis on activities related to competency X, understanding of the interrelationship of life roles, because students leaving high school will be much more involved in their own work, family, and leisure roles
- Increased emphasis on understanding the relationship of work to the economy and how it influences life-styles
- Opportunities for students to improve skills to interact with others, a needed workplace characteristic

Sample Activities

Sample activities selected from the reviewed ERIC literature and field-based programs are presented in the next section. These activities were chosen as they related most closely to the National Guidelines format and indicated competencies across the three basic areas at each level.

A complete list of the abstracts reviewed at the high school level is available in Appendix C.

High School Activity

Guidelines Area: Self-Knowledge and Career Planning

Competency II: Skills to interact positively with others
Competency III: Understanding the impact of growth and development
Competency X: Understanding the interrelationship of life roles

Title: *Balancing Work and Family Resource Materials: For Use in the Consumer and Homemaking and Secondary Classroom.*

Abstract Code: H,S,P,II,III,X,t,lg
H = High School Level
S = National Guidelines Area - Self-Knowledge
P = National Guidelines Area - Career Planning
II = The second competency - Interaction
III = The third competency - Growth/Change
X = the tenth competency - Life Roles
t = Teacher as Facilitator
lg = Large Group as Delivery Mode

Description: This resource guide for teachers to incorporate into the classroom discusses such areas as life plan development, individual and family needs, reducing personal stress, child care, interacting with others, and coping with change.

Source: Loomis (1986)

High School Activity

Guidelines Area: Educational and Occupational Exploration

Competency VI: Skills to locate, evaluate and interpret career information

Title: *Career Information in the Classroom.*

Abstract Code: H,O,VI,t,lg
H = High School Level
O = National Guidelines Area - Educational/Occupational Exploration
VI = The fifth competency - Work/Learning
t = Teacher as Facilitator
lg = Large Group as Delivery Mode

Description: This article is a guide for implementing career information in the classroom using the *Occupational Outlook Handbook*. These are teacher-directed, large-group activities.

Source: "Career Information in the Classroom" (1986)

High School Activity

Guidelines Area: Educational and Occupational Exploration

Competency VI: Skills to locate, evaluate, and interpret career information

Title: *Computerized Information Systems.*

Abstract Code: H,O,VI,sc,cm,ia
H = High School Level
O = National Guidelines Area - Educational/Occupational Exploration
VI = The sixth competency - Career Information
sc = School Counselor as Facilitator
cm = Computer/Media-Based Instruction as Delivery Mode
ia = Individual Assistance as Delivery Mode

Description: This article reviews the use of computerized information systems in career guidance for high school students. It explores the advantages to both the school counselor and the student.

Source: Gerardi and Benedict (1986)

High School Activity

Guidelines Area: Career Planning

Competency X: Understanding the interrelationship of life roles

Title: *Helping High School Students Clarify Life Role Preferences: The Life-Styles Unit.*

Abstract Code: H,P,X,sc,lg,ia,
H = High School Level
P = National Guidelines Area - Career Planning
X = The tenth competency - Life Roles
sc = School Counselor as Facilitator
lg = Large Group as Delivery Mode
ia = Individual Assistance as Delivery Mode

Description: This article describes a classroom activity that emphasizes value-based life-role planning. The school counselor can implement this interactional model individually or in a large-group setting.

Source: Amatea and Cross (1986)

High School Activity

Guidelines Area: Self-Knowledge

Competency III: Understanding the impact of growth and development

Title: "Dealing with Stress" in *Career Guidance Lesson Plans for Grades K-12.*

Abstract Code: H,S,III,t,sc,lg
H = High School Level
S = National Guidelines Area - Self-Knowledge
III = The third competency - Growth/Change
t = Teacher as Facilitator
sc = School Counselor as Facilitator
lg = Large Group as Delivery Mode

Description: Students describe situations in which they felt stressed or rejected, discuss different types of stress, and explore ways of coping with stress and rejection. The text and workbook, *The Dynamics of Work*, are used.

Source: Neptune Township Public Schools (1990)

High School Activity

Guidelines Area: Career Planning

Competency XI: Understanding continuous changes in male/female roles

Title: "Changing Career Patterns" in *Career Guidance Lesson Plans for Grades K-12.*

Abstract Code: H,P,XI,t,lg,cm
H = High School Level
P = National Guidelines Area - Career Planning
XI = The eleventh competency - Male/Female Roles
t = Teacher as Facilitator
lg = Large Group as Delivery Mode
cm = Computer/Media-Based Instruction as Delivery Mode

Description: In guided class discussion, students name traditional and nontraditional roles for males and females and describe problems associated with nontraditional roles. Students view videotape of "The Wonder Years" or similar television show, noting portrayals of male/female roles.

Source: Neptune Township Public Schools (1990)

REVIEWS OF ADULT LEVEL ABSTRACTS

This section includes an overview of career guidance at the adult level, the National Guidelines competencies and indicators, and reviews of adult level abstracts in the following settings: 2-year community college, 4-year college/university, business/industry, and community agency. Each setting includes the following components:

- Review of the abstracts
- Comments and recommendations
- Sample activities

Overview

The adult population is best described as totally heterogeneous. Some segments of the population have experience in the workplace and have an employment history in certain occupational areas. Some individuals have never worked. Therefore, career guidance programs must target several subpopulations of adults. These subpopulations include midcareer changers, dislocated workers, long-term unemployed persons, women entering or reentering the labor force, the older worker, limited English proficient adults, handicapped adults, incarcerated adults, preretirees, and retirees.

The populations are diverse and their needs are often immediate. Thus, adult career guidance programs must be responsive to the array of needs and provide a comprehensive, systematic, and realistically articulated delivery of services.

Many adults attend 2-year community colleges as a means to prepare for entry-level positions. These students may enter community colleges immediately after completing high school or enroll at various times throughout their adult life. Many students attend 2-year community colleges with the goal of transferring to a 4-year college or university. Some students enroll directly in 4-year college or university programs based on their career choices. A diverse group, these adults pursue educational and occupational programs in a variety of postsecondary institutions.

Postsecondary education is not part of the compulsory educational system in the United States. Thus enrolling in and pursuing any aspect of postsecondary education and training involves a deliberate and voluntary choice. Reasons for that decision are many and varied. Some students are primarily concerned with a search for personal identity and self-fulfillment. They expect an experience that will provide a flexible and supportive environment in which personal growth can occur. Occupational and career goals are neither immediate nor primary.

Other students attend postsecondary institutions to receive preparation and credentials necessary to enter a specific profession or occupation or to prepare for advanced training or graduate education. College or technical training may be a means to an end rather than an end in itself.

There are also students who attend postsecondary institutions in order to delay making life and career decisions and, thus, to buy time. They are either not ready to make these choices, do not like any of the perceived alternatives available, or are not capable of making a choice.

Career guidance programs in any of the types of postsecondary institutions should empower individuals to take charge of their lives and their career decisions by addressing the immediate needs of the clients and providing a comprehensive delivery of services. Specifically, programs should assist clients in clarifing their career objectives before choosing their academic majors, reassessing their academic programs and career goals when they become disenchanted, making the transition from homemaker to student and/or salaried employee, preparing for a first career, and evaluating alternatives and making decisions regarding career changes.

Although the majority of career development programs occur in educational settings (K-12, 2-year community colleges, private training schools, and 4-year colleges or universities), career development programs and career counseling services are more and more being provided in business settings and by community agencies. Employee assistance programs as well as specific training programs are increasingly focused on providing career development for employees. Community agencies and governmental offices such as the Job Training Partnership Act (JTPA) programs are also providing much needed career development for adults in transition.

The adult level competencies and indicators represent the knowledge, skills, and attitudes individuals should master to deal effectively with daily life and to acquire the information and training that will enable them to obtain employment and/or make decisions about career transitions, entering or reentering the world of work, and retirement planning. The presentation of the competencies does not imply a sequential order for delivery but is an inclusive listing of the components of a comprehensive career guidance program (NOICC 1990).

The competencies and indicators listed are inclusive of the adult level categories, as they apply to 2-year community college, 4-year college and university, business and industry, and community agency settings.

National Guidelines Competencies and Indicators–Adult Level

Self-Knowledge

Competency I: Skills to maintain a positive self-concept

Indicators:

- Demonstrate a positive self-concept
- Identify skills, abilities, interests, experiences, values, and personality traits and their influence on career decision
- Identify achievements related to work, learning, and leisure and their influence on self-perception
- Demonstrate a realistic understanding of self

Competency II: Skills to maintain effective behaviors

Indicators:
- Demonstrate appropriate interpersonal skills in expressing feelings and ideas
- Identify symptoms of stress
- Demonstrate skills to overcome self-defeating behaviors
- Demonstrate skills in identifying support and networking arrangements (including role models)
- Demonstrate skills to manage financial resources

Competency III: Understanding developmental changes and transitions

Indicators:
- Describe how personal motivations and aspirations may change over time
- Describe physical changes that occur with age and adapt work performance to accommodate these
- Identify external events (e.g., job loss, job transfer) that require life changes

Educational and Occupational Exploration

Competency IV: Skills to enter and participate in education and training

Indicators:
- Describe short- and long-range plans to achieve career goals through appropriate educational paths
- Identify information that describes educational opportunities (e.g., job training programs, employer-sponsored training, graduate and professional study)
- Describe community resources to support education and training (e.g., child care, public transportation. public health services, mental health services, welfare benefits)
- Identify strategies to overcome personal barriers to education and training

Competency V: Skills to participate in work and lifelong learning

Indicators:
- Demonstrate confidence in the ability to achieve learning activities (e.g., studying, taking tests)
- Describe how educational achievements and life experiences relate to occupational opportunities
- Describe organizational resources to support education and training (e.g., remedial classes, counseling, tuition support)

Competency VI: Skills to locate, evaluate, and interpret career information

Indicators:
- Identify and use current career information resources (e.g., computerized career information systems, print and media materials, mentors)

- Describe information related to self-assessment, career planning, occupations, prospective employers, organizational structures, and employer expectations
- Describe the uses and limitations of occupational outlook information
- Identify the diverse job opportunities available to an individual with a given set of occupational skills
- Identify factors that contribute to misinformation about occupations
- Identify opportunities available through self-employment
- Describe information about specific employers and hiring practices

Competency VII: Skills to prepare to seek, obtain, maintain, and change jobs

Indicators:
- Identify specific employment situations that match desired career objectives
- Demonstrate skills to identify job openings
- Demonstrate skills to establish a job search network through colleagues, friends, and family
- Demonstrate skills in preparing a resume and completing job applications
- Demonstrate skills and attitudes essential to prepare for and participate in a successful job interview
- Demonstrate effective work attitudes and behaviors
- Describe changes (e.g., personal growth, technological developments, changes in demand for products or services) that influence the knowledge, skills, and attitudes required for job success
- Demonstrate strategies to support occupational change (e.g., on-the-job training, career ladders, mentors, performance ratings, networking, continuing education)
- Describe career planning and placement services available through organizations (e.g., educational institutions, business/industry, labor, and community agencies)
- Identify skills that are transferable from one job to another

Competency VIII: Understanding how the needs and functions of society influence the nature and structure of work

Indicators:
- Describe the importance of work as it affects values and life-style
- Describe how society's needs and functions affect occupational supply and demand
- Describe occupational, industrial, and technological trends as they relate to training programs and employment opportunities
- Demonstrate an understanding of the global economy and how it affects the individual

Career Planning

Competency IX: Skills to make decisions

Indicators:

- Describe personal criteria for making decisions about education, training, and career goals
- Demonstrate skills to assess occupational opportunities in terms of advancement, management styles, work environments, benefits and other conditions of employment
- Describe the effects of education, work, and family decisions on individual career decisions
- Identify personal and environmental conditions that affect decision making
- Demonstrate effective career decision-making skills
- Describe potential consequences of decisions

Competency X: Understanding the impact of work on individual and family life

Indicators:

- Describe how life and leisure functions affect occupational roles and decisions
- Determine effects of individual and family developmental stages on one's career
- Describe how work, family, and leisure activities interrelate
- Describe strategies for negotiating work, family, and leisure demands with family members (e.g., assertiveness and time management skills)

Competency XI: Understanding the continuing changes in male/female roles

Indicators:

- Describe recent changes in gender norms and attitudes
- Describe trends in the gender compositions of the labor force and assess implications for one's own career plans
- Identify disadvantages of stereotyping occupations
- Demonstrate behaviors, attitudes, and skills that work to eliminate stereotyping in education, family, and occupational environments

Competency XII: Skills to make career transitions

Indicators:

- Identify transition activities (e.g., reassessment of current position, occupational changes as a normal aspect of career development)
- Describe strategies to use during transitions (e.g., networks, stress management)
- Describe skills needed for self-employment (e.g., developing a business plan, determining marketing strategies, developing sources of capital)
- Describe the skills and knowledge needed for preretirement planning
- Develop an individual career plan, updating information from earlier plans and including short- and long-range career decisions

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(NOICC 1989)

Two-Year Community College Setting

Abstract Review

Based on a review of the abstracts coded for the 2-year community college setting, figure 7 provides the frequency distributions regarding type of facilitator, delivery mode, National Guidelines area, and competencies of activities described in the abstracts.

When reviewing the abstracts, the distribution for each individual category was noted. Most abstracts addressed more than one of these categories. For example, if an abstract described activities related only to the area of Self-Knowledge, this would be indicated in the frequency distribution once. Then, if this abstract related to several competencies or facilitators in this area, it would be indicated under each separate category. Therefore, since each abstract could include more than one competency, facilitator or delivery mode, the totals do not reflect a simple addition of the individual parts. The findings are reported by the total number of responses and by total percentages.

Adult Level–Two-Year Community College Setting N=57

Facilitator	Teacher	23	Business/Industry	0
	School Counselor	34	Parents	0
	Community Agency	10		
Delivery Mode	Large Group	20	Computer Media	9
	Small Group	10	Other	3
	Individual	41		

National Guidelines Area

	Self-Knowledge			Educational and Occupational Exploration					Career Planning			
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Competency Totals	11	2	2	4	9	27	26	1	8	1	7	10
Area Totals		12				45					25	

Figure 7. Two-year community college setting frequency distribution

Comments and Recommendations

In the frequency distribution, percentages in the categories will total greater than 100 percent as more than one response for each abstract category was counted when appropriate.

Who facilitates programs in the 2-year community college setting?

	No.	%
Teachers	23	40
Counselors	34	60
Community Agency Staff	10	18

Business/Industry Staff	0	0
Parents	0	0

How are programs delivered in the 2-year community college setting?

	No.	%
Large Group	20	35
Small Group	10	18
Individual Instruction	41	72
Computer/Media	9	16
Other	3	5

Counselors and teachers are the major career guidance facilitators. The lack of business/industry involvement is disturbing, because locating and keeping jobs (Competency VI) is seen as a major activity, yet no business personnel are reported as being involved.

Individual contact is the main mode of delivery. This seems most appropriate, as these adults are often confused about themselves and where they are going. Discussions with individual counselors and teachers can be very helpful in sorting out their concerns and in developing short- and long-term goals that focus on job preparation and attainment.

Which competencies do programs address in the 2-year community college setting?

	No.	%
Self-Knowledge	12	21
I. Self-Concept	11	19
II. Interaction	2	4
III. Growth/Change	2	4
Educational/ Occupational Exploration	45	79
IV. Educational Achievement	4	7
V. Work/Learning	9	16
VI. Career Information	27	47
VII. Job Seeking Skills	26	46
VIII. Work/Society	1	2
Career Planning	25	44
IX. Decision Making	8	14
X. Life Roles	1	2
XI. Male/Female Roles	7	12
XII. Career Transitions	10	18

Community college counselors provide the majority of career guidance activities at this setting with a focus on Educational and Occupational Exploration and Career Planning. As mentioned previously, these students' needs are diverse, yet counselors seem to be helping them primarily as they work on self-concept (Competency I), locating and using career information (Competency VI, and in developing job-seeking and maintaining skills (Competency VII). The high number of abstracts in the area of Educational and Occupational Exploration indicates that this continues to be a key area in continuing career development.

Competency VIII, Work and Society, was coded in only one abstract of the 57 reviewed in this setting. It seems that more attention needs to be given to the larger picture of how society and the global economy affect job possibilities and needed training programs.

In the Career Planning area, there is continuing recognition of competency IX, skills to make decisions, as well as Competency XI, understanding the continuing changes in male/female roles. As persons change jobs much more frequently than in the past and more career transitions are made, it is interesting to note that competency XII, skills in making career transitions, is mentioned in 18 percent of these coded abstracts.

Based on the review of these abstracts, recommendations for the 2-year community college setting are as follows:

- Community college students should be further involved in competency VIII, understanding how the needs and functions of society influence the nature and structure of work
- More involvement of business and industry personnel should occur to aid students' understanding of and transition to future employment
- Continued emphasis should be placed on the self-knowledge area, in helping these adults look at potential changes and transitions in their lives

Sample Activities

Sample activities selected from the reviewed ERIC literature and field-based programs are presented in the next section. These activities were chosen as they related most closely to the National Guidelines format and indicated competencies across the three basic areas at each level.

For a complete list of the abstracts reviewed at the adult level - 2-year community college setting, see Appendix D.

Two-Year Community College Setting Activity

Guidelines Area: Educational and Occupational Exploration

Competency V: Skills to participate in work and lifelong learning

Title: *Meeting the Lifelong Career Development Needs of Students with Handicaps: A Community College Model.*

Abstract Code: AC,O,V,sc,ia
AC = Adult Level - 2-year Community College Setting
O = National Guidelines Area - Educational/Occupational Exploration
V = The fifth competency - Lifelong Learning
sc = School Counselor as Facilitator
ia = Individual Assistance as Delivery Mode

Description: This article describes the community college as an opportune place for students with handicaps to participate in lifelong learning. This model incorporates career assessment, training, and advocacy.

Source: Brolin and Elliott (1984)

Two-Year Community College Setting Activity

Guidelines Area: Educational and Occupational Exploration

Competency VII: Skills to prepare to seek, obtain, maintain, and change jobs

Title: *Work Adjustment Competencies: Annotated Resources for Training.*

Abstract Code: AC,O,VII,t,lg,ia

AC = Adult Level - 2-year Community College Setting
O = National Guidelines Area - Educational/Occupational Exploration
VII = The seventh competency - Job-Seeking Skills
t = Teacher as Facilitator
lg = Large Group as Delivery Mode
ia = Individual Instruction as Delivery Mode

Description: This is a resource manual to assist practitioners in short-term training. The resources are in the following areas: marketable skills, work habits, professional communications and paper work, and personal and social development.

Source: Menz (1984)

Two-Year Community College Setting Activity

Guidelines Area: Educational and Occupational Exploration

Competency IV: Skills to enter and participate in education and training

Title: *Preparing to Participate in Education and Training.*

Abstract Code: AC,O,IV,t,lg,cm

AC = Adult Level - 2-year Community College Setting
O = National Guidelines Area - Educational/Occupational Exploration
IV = The fourth competency - Educational Achievement
t = Teacher as Facilitator
lg = Large Group as Delivery Mode
cm = Computer/Media-Based Instruction as Delivery Mode

Description: Program helps develop competencies in positive self-concept, understanding developmental changes and transition, decision-making and job search techniques as well as study skills and test taking. Instruction is delivered in seminar and workshop formats and followed up with Job Club sessions that allow practice in competency areas.

Source: Karen Pagenette, Center for Dislocated Workers, Oakland Community College,
17 South Saginaw, Pontiac, MI 48342

Two-Year Community College Setting Activity

Guidelines Area: Educational and Occupational Exploration

Competency VII: Skills to prepare to seek, obtain, maintain, and change jobs

Title: *Word Processing Career Training.*

Abstract Code: AC,O,VII,t,lg
AC = Adult Level - 2-year Community College Setting
O = National Guidelines Area - Educational/Occupational Exploration
VII = The seventh competency - Job-Seeking Skills
t = Teacher as Facilitator
lg = Large Group as Delivery Mode

Description: This article describes a program to train people to work with computer terminals and word processing. It describes the necessary skills, certification, and placement procedures.

Source: Wolfson (1986)

Two-Year Community College Setting Activity

Guidelines Area: Career Planning

Competency XI: Understanding the continuing changes in male/female roles

Title: *A Model Program for Sex Equity in Vocational Education.*

Abstract Code: AC,P,XI,sc,lg,ia
AC = Adult Level - 2-year Community College Setting
P = National Guidelines Area - Career Planning
XI = The eleventh competency - Male/Female Roles
sc = School Counselor as Facilitator
lg = Large Group as Delivery Mode
ia = Individual Assistance as Delivery Mode

Description: The sex equity program at Santa Fe Community College is described. It emphasizes the following four areas: awareness/recruitment, education, job placement for nontraditional students, and short-term technical training.

Source: Bromley, Lanza-Kaduce, and Motz (1984)

Four-Year College/University Setting

Abstract Review

Based on a review of the abstracts coded for the 4-year college/university setting, figure 8 provides the frequency distributions regarding type of facilitator, delivery mode, National Guidelines area, and competencies of activities described in the abstracts.

When reviewing the abstracts, the distribution for each individual category was noted. Most abstracts addressed more than one of these categories. For example, if an abstract described activities related to the area of Self-Knowledge, this would be indicated in the frequency distribution once. Then if this abstract related to several competencies or facilitators in this area, it would be indicated under each separate category. Therefore, since each abstract could be include more than one competency or facilitator, the totals do not reflect a simple addition of the individual parts. The findings are reported by the total number of responses and by total percentages.

Adult Level–Four-Year College/University Setting N = 179

Facilitator	Teacher	81	Business/Industry	0
	School Counselor	96	Parents	1
	Community Agency	15		

Delivery Mode	Large Group	65	Computer Media	10
	Small Group	9	Other	23
	Individual	96		

National Guidelines Area

	Self-Knowledge			Educational and Occupational Exploration					Career Planning			
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Competency Totals	17	4	4	16	38	65	67	12	17	7	13	31
Area Totals		18				151					59	

Figure 8. Four-year college/university setting frequency distribution

Comments and Recommendations

As in the frequency distribution, percentages in the categories will total greater than 100 percent as more than one response for each abstract category was counted when appropriate.

Who facilitates programs in the 4-year college/university setting?

	No.	%
Teachers	81	45
Counselors	96	54
Community Agency Staff	15	8
Business/Industry Staff	0	0
Parents	1	1

How are programs delivered in the 4-year college/university setting?

	No.	%
Large Group	65	36
Small Group	9	5
Individual Instruction	96	54
Computer/Media	10	3
Other	23	13

As in the community college setting, counselors and teachers provide the majority of career development activities. No business and industry personnel were reported as being involved in any of the 179 reviewed abstracts. In the activities at this level, parents and business persons are not really involved. It seems appropriate for students to be working on career development issues independent of their parents, but the lack of contact with persons from the work world is questionable.

Individual contacts and large group activities were the major delivery modes for this population. This follows the same pattern of delivery as in community colleges. A comparatively small percentage (3 percent) of activities listed use of computer or media-based career guidance information.

Which competencies do programs address in the 4-year college/university setting?

	No.	%
Self-Knowledge	18	10
I. Self-Concept	17	10
II. Interaction	4	2
III. Growth/Change	4	2
Educational/ Occupational Exploration	151	84
IV. Educational Achievement	16	9
V. Work/Learning	38	21
VI. Career Information	65	36
VII. Job-Seeking Skills	67	37
VIII. Work/Society	12	7
Career Planning	59	33
IX. Decision Making	17	10
X. Life Roles	7	4
XI. Male/Female Roles	13	7
XII. Career Transitions	31	17

Once again, Educational and Occupational Exploration was the major area reported. Within that area, competency VII job-seeking skills, had the highest percentage (37 percent) of reported activities. This recognition of job-seeking and maintaining skills reflects its increasing importance at this level relative to the changing job market.

Self-knowledge activities were again a much lower percentage of the abstracts, especially in competency II, skills to maintain effective behaviors (2 percent), and competency III, understanding developmental changes and transitions (2 percent).

As at all the levels, the area of Career Planning and competency XII, career transition skills, were frequently reported. It appears that advance planning rather than relying on immediate options or chance is becoming a major part of the reported population's career development procedures.

Based on the review of these abstracts, it is recommended for the 4-year college/ university setting that--

- Business and industry personnel be much more involved in student career development activities
- Emphasis be placed on the self-knowledge area, particularly on competency II, skills to maintain effective behaviors, and competency III, understanding developmental changes and transitions
- Students be given more exposure to career planning area activities related to competency X, understanding the impact of work on individuals and family life, and competency XI, understanding the continuing change in male/female roles

Sample Activities

Sample activities selected from the reviewed ERIC literature and field-based programs are presented in the next section. These activities were chosen as they related most closely to the National

Guidelines format and indicated competencies across the three basic areas at each level.

For a complete list of the abstracts reviewed at the adult level - 4-year college and university setting, see Appendix D.

Four-Year College/University Setting Activity

Guidelines Area: Self-Knowledge

Competency I: Skills to maintain a positive self-concept

Title: *College Characteristics and Changes in Students' Occupational Values.*

Abstract Code: AU,S,I,ca,ia
AU = Adult Level - 4-year College/University Setting
S = National Guidelines Area - Self-Knowledge
I = The first competency - Self-Concept
ca = Computer/Media as Delivery Mode
ia = Individual Assistance as Delivery Mode

Description: A study conducted to assess changes in occupational goals and values among young adults entering 4-year colleges and universities is described. Implications for counselors are discussed.

Source: Anderson (1985)

Four-Year College/University Setting Activity

Guidelines Area: Educational and Occupational Exploration

Competency VI: Skills to locate, evaluate, and interpret career information

Title: *Developmental Theory and Career Newsletters.*

Abstract Code: AU,O,VI,sc,ia
AU = Adult Level - 4-year College/University Setting
O = National Guidelines Area - Educational/Occupational Exploration
VI = The sixth competency - Career Information
sc = School Counselor as Facilitator
ia = Individual Assistance as Delivery Mode

Description: This article describes the publication of a class newsletter produced by the Counseling and Career Development Center. The newsletter discusses the developmental stages and career concerns of each class.

Source: Mitchell (1988)

Four-Year College/University Setting Activity

Guidelines Area: Educational and Occupational Exploration

Competency VI: Skills to locate, evaluate, and interpret career information

Title: *Resource Guide for Career Guidance and Placement Professionals.*

Abstract Code: AU,O,VI,t,sc,ia
AU = Adult Level - 4-year College/University Setting
O = National Guidelines Area - Educational/Occupational Exploration
VI = The sixth competency - Career Information
t = Teacher as Facilitator
sc = School Counselor as Facilitator
ia = Individual Assistance as Delivery Mode

Description: This document details resources that can be included in a career resource center at a 4-year college or university. The list includes descriptions and other pertinent information for ordering materials.

Source: Ferris State College (1987)

Four-Year College/University Setting Activity

Guidelines Area: Educational and Occupational Exploration

Competency VII: Skills to prepare to seek, obtain, maintain, and change jobs

Title: *A Selected Study of Mentors and Role Models: Implications for Health Occupations Programs.*

Abstract Code: AU,O,VII,t,ia
AU = Adult Level - 4-year College/University Setting
O = National Guidelines Area - Educational/Occupational Exploration
VII = The seventh competency - Career Information
t = Teacher as Facilitator
ia = Individual Assistance as Delivery Mode

Description: This article discusses the impact of mentors and role models on career choices. It also discusses impact of mentors and role models on completion of a nursing program. Implications for using mentors and role models are included.

Source: Pittman (1985)

Business/Industry Setting

Abstract Review

Based on a review of the abstracts coded for the business/industry setting, figure 9 provides the frequency distributions regarding type of facilitator, delivery mode, National Guidelines area, and competencies of activities described in the abstracts.

When reviewing the abstracts, the distribution for each individual category was noted. Most abstracts addressed more than one of these categories. For example, if an abstract described activities related to the area of Self-Knowledge, this would be indicated in the frequency distribution once. Then if this abstract related to several competencies or facilitators in this area, it would be indicated in more than one separate category. Therefore, since each abstract could include more than one competency or facilitator, the totals do not reflect a simple addition of the individual parts. The findings are reported by the total number of responses and by total percentages.

Adult Level–Business/Industry Setting N=29

Facilitator	Teacher	2	Business/Industry	26
	School Counselor	0	Parents	0
	Community Agency	1		
Delivery Mode	Large Group	2	Computer Media	1
	Small Group	5	Other	2
	Individual	22		

	National Guidelines Area											
	Self-Knowledge			Educational and Occupational Exploration					Career Planning			
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Competency Totals	2	3	0	1	3	13	9	2	1	0	3	3
Area Totals		4				27					3	

Figure 9. Business/industry setting frequency distribution

Comments and Recommendations

As in the frequency distribution, percentages in the categories will total greater than 100 percent as more than one response for each abstract category was counted when appropriate.

Who facilitates programs in the business and industry setting?

	No.	%
Teachers	2	7
Counselors	0	0
Community Agency Staff	1	4

Business/Industry Staff	26	90
Parents	0	0

How are programs delivered in the business and industry setting?

	No.	%
Large Group	2	7
Small Group	5	17
Individual Instruction	22	76
Computer/Media	1	4
Other	2	7

As might be expected, business and industry personnel provided the majority of career development activities at this level. Although not frequently reported, teachers and outside consultants often work closely with business persons in these activities. These abstracts focused on individual career development contacts, as workers were helped in increasing their personal awareness of career options and retraining possibilities.

Which competencies do programs address in the business/industry setting?

	No.	%
Self-Knowledge	4	14
I. Self-Concept	2	7
II. Interaction	3	10
III. Growth/Change	0	0
Educational/ Occupational Exploration	27	93
IV. Educational Achievement	1	3
V. Work/Learning	3	10
VI. Career Information	13	45
VII. Job-Seeking Skills	9	31
VIII. Work/Society	2	7
Career Planning	3	10
IX. Decision Making	1	3
X. Life Roles	0	0
XI. Male/Female Roles	3	10
XII. Career Transitions	3	10

The area of Educational and Occupational Exploration, competency VI, locating and using career information, and competency VII, job-seeking and maintaining skills, are most frequently mentioned in the abstracts. Little reference is made to career planning and transition.

It is difficult to draw conclusions and make recommendations regarding this setting, as a much smaller number of abstracts (29) is reported. This may be due to a relatively smaller number of career development programs in this setting or more likely to a lack of reporting on these programs in writing and of their submission to ERIC.

However, recognizing the limited number of abstracts, it is recommended that--

- More emphasis be placed on activities in competency III, understanding changes and transitions, and competency XII, skills to make career transitions, as job changes and transitions are and will continue to be a major occurrence in the workplace
- Competency IV, skills to enter and participate in education and training, and competency V, skills to participate in work and lifelong learning, should be provided to workers in business and industry
- The entire area of career planning should receive increased emphasis in this setting, especially competency IX, decision-making skills, and competency X, understanding the impact of work on family and individual life

Sample Activities

Sample activities selected from the reviewed ERIC literature and field-based programs are presented in the next section. These activities were chosen as they related most closely to the National Guidelines format and indicated competencies across the three basic areas at each level.

For a complete list of the abstracts reviewed at the adult level - business/industry setting, see Appendix D.

Business/Industry Setting Activity

Guidelines Area: Self-Knowledge

Competency I: Skills to maintain a positive self-concept

Title: *Improving Employee Awareness of Opportunity at IBM.*

Abstract Code: AB,S,I,bi,ia,sg
AB = Adult Level - Business/Industry Setting
S = National Guidelines Area - Self-Knowledge
I = The first competency - Self-Concept
bi = Business/Industry Staff as Facilitator
ia = Individual Assistance as Delivery Mode
sg = Small Group as Delivery Mode

Description: This article discuses a workshop conducted at IBM to increase awareness of job opportunities by increasing self-awareness. The goal was to match personal interests to career interests.

Source: Bardsley (1987)

Business/Industry Setting Activity

Guidelines Areas: Self-Knowledge
Educational and Occupational Exploration

Competency II: Skills to maintain effective behavior
Competency VII: Skills to prepare to seek, obtain, maintain, and change jobs

Title: *Cooperative Training in Telecommunications: Case Studies.*

Abstract Code: AB,S,O,II,VII,bi,sg
AB = Adult Level - Business/Industry Setting
S = National Guidelines Area - Self-Knowledge
O = National Guidelines Area - Educational/Occupational Exploration
II = The second competency - Interaction
VII = The seventh competency - Job-Seeking Skills
bi = Business/Industry Staff as Facilitator

sg = Small Group as Delivery Mode

Description: The article describes a program developed by two major telecommunication firms to enhance productivity and competitiveness. The program also stresses individual career development.

Source: Hilton and Straw (1987)

Business/Industry Setting Activity

Guidelines Area: Educational/Occupational Exploration

Competency VII: Skills to prepare to seek, obtain, maintain, and change jobs

Title: *Career Guidance Training Agenda.*

Abstract Code: AB,O,VII,bi,sm,cm
AB = Adult Level - Business/Industry Setting
O = National Guidelines Area - Educational/Occupational Exploration
VII = The seventh competency - Job-Seeking Skills
bi = Business/Industry Staff as Facilitator
sm = Small Group as Delivery Mode
cm = Computer/Media-Based Instruction as Delivery Mode

Description: Participants are videotaped in simulated job interviews. Videotapes are analyzed to identify verbal and nonverbal behavior, to give participants practice in answering typical and problematic interview questions, and to let participants experience getting and giving feedback on interviewing skills.

Business/Industry Setting Activity

Guidelines Area: Educational and Occupational Exploration

Competency VII: Skills to prepare to seek, obtain, maintain, and change jobs

Title: *Developing Employees through Coaching and Career Management.*

Abstract Code: AB,O,VII,bi,ia
AB = Adult Level - Business/Industry Setting
O = National Guidelines Area - Educational/Occupational Exploration
VII = The seventh competency - Job-Seeking Skills
bi = Business/Industry Staff as Facilitator
ia = Individual Assistance as Delivery Mode

Description: A model for enhancing employee career aspirations within an organization is discussed. Coaching and career management are the primary techniques used.

Source: Shore and Bloom (1986)

Business/Industry Setting Activity

Guidelines Area: Educational and Occupational Exploration

Competency VIII: Understanding how the needs and functions of society influence the nature and structure of work

Title: *Technological Change and Employment: Some Results from BLS Research.*

Abstract Code: AB,O,VIII,bi,ia
AB = Adult Level - Business/Industry Setting
O = National Guidelines Area - Educational/Occupational Exploration
VIII = The eighth competency - Work/Society
bi = Business/Industry Staff as Facilitator
ia = Individual Assistance as Delivery Mode

Description: This is a report from a Bureau of Labor Statistics research study on technological advances. It suggests how business and industry can use this information to prevent layoffs and to retrain employees.

Source: Mark (1987)

Community Agency Setting

Abstract Review

Based on a review of the abstracts coded for the community agency setting, figure 10 provides the frequency distributions regarding type of facilitator, delivery mode, National Guidelines area, and competencies of activities described in the abstracts.

When reviewing the abstracts, the distribution for each individual category was noted. Most abstracts addressed more than one of these categories. For example, if an abstract described activities related to the area of Self-Knowledge, this would be indicated in the frequency distribution once. Then if this abstract related to several competencies or facilitators in this area, it would be indicated under each separate category. Therefore, since each abstract could included more than one competency or facilitator, the totals do not reflect a simple addition of the individual parts. The findings are reported by the total number or responses and total percentages.

Adult Level–Community Agency Setting N=223

Facilitator	Teacher	5	Business/Industry	0
	School Counselor	5	Parents	0
	Community Agency	204		
Delivery Mode	Large Group	13	Computer Media	26
	Small Group	66	Other	9
	Individual	177		

	National Guidelines Area											
	Self-Knowledge			Educational and Occupational Exploration					Career Planning			
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Competency Totals	37	7	2	5	26	90	90	18	34	11	23	57
Area Totals		41				173					101	

Figure 10. Community agency setting frequency distribution

Comments and Recommendations

As in the frequency distribution, percentages in the categories will total greater than 100 percent as more than one response for each abstract category was counted when appropriate.

Who facilitates programs in the community agency setting?

	No.	%
Teachers	5	2
Counselors	5	2
Community Agency Staff	204	92
Business/Industry Staff	0	0
Parents	0	0

How are programs delivered in the community agency setting?

	No.	%
Large Group	13	6
Small Group	66	30
Individual Instruction	177	79
Computer/Media	26	12
Other	9	4

Two hundred and twenty-three abstracts were reported in this category. This seems to indicate that community agencies are responding to the career development needs of adult. The major facilitators (92 percent) were agency personnel. No business personnel were mentioned.

A variety of delivery modes are used with this population, including individual and group work as well as use of computer programs and other media. It is interesting to note that use of computer programs is frequently reported (26 percent). These abstracts indicated increased availability of commercial software packages and to a smaller extent state occupational information systems.

Which competencies do programs address in the community agency setting?

	No.	%
Self-Knowledge	41	18
I. Self-Concept	37	16
II. Interaction	7	3
III. Growth/Change	2	1
Educational/ Occupational Exploration	173	78
IV. Educational Achievement	5	2
V. Work/Learning	26	12
VI. Career Information	90	40
VII. Job-Seeking Skills	90	40
VIII. Work/Society	18	9
Career Planning	101	45
IX. Decision Making	34	15
X. Life Roles	11	5
XI. Male/Female Roles	23	10
XII. Career Transitions	57	26

As in the previous six settings, educational and occupational exploration was the most frequently mentioned area in the review of the abstracts. Within this area, competencies that received the most attention and those that seem to be the most relevant to this population were VI, skills to locate and use career information, and VII, skills to seek and maintain jobs. The abstracts indicated that these two competencies are related at this level, as knowledge of careers may be most helpful to persons who are in the process of job search and maintenance.

Forty-five percent of the abstracts related to the area of career planning. Noticeable was the frequency of reported activities in categories IX, decision making, and XII, career transitions. These competencies certainly are helpful to persons at this level in making appropriate decisions in their career transitions. Also interesting is the recognition of the need to understand the continuing changes in male/female roles.

Community agency recommendations are as follows:

- More community agency collaboration should be done with representatives from business and industry to aid adults in preparing for and obtaining employment
- Competency X, understanding the impact of work on individual and family life, should be emphasized, as it relates to career transitions of this adult population
- Agency clients should be further exposed to activities related to competency IV, skills to enter and participate in education and training, as many seem interested only in obtaining immediate employment

Sample Activities

Sample activities selected from the reviewed ERIC literature and field-based programs are presented in the next section. These activities were chosen as they related most closely to the National Guidelines format and indicated competencies across the three basic areas at each level.

For a complete list of the abstracts reviewed at the adult level - community agency setting, see Appendix D.

Community Agency Setting Activity

Guidelines Areas: Self-Knowledge
Educational and Occupational Exploration

Competency I: Skills to maintain a positive self-concept
Competency VI: Skills to locate, evaluate, and interpret career information
Competency VII: Skills to prepare to seek, obtain, maintain, and change jobs

Title: *Career Exploration for Adults in Transition.*

Abstract Code: AA,S,O,I,VI,VII,ca,cm
AA = Adult Level - Community Agency Setting
S = National Guidelines Area - Self-Knowledge
O = National Guidelines Area - Educational/Occupational Exploration
I = The first competency - Self-Concept
VI = The sixth competency - Career Information
VII = The seventh competency - Job-Seeking Skills
ca = Community Agency Counselor as Facilitator
cm = Computer/Media-Based Instruction as Delivery Mode

Description: Counselors at the Adult Career Counseling Center help clients use computer-based career guidance programs such as DISCOVER, SIGI PLUS, and MOIS. An exit checklist determines client achievement of objectives: (1) self-analysis of interests, values, abilities, and experience; (2) identification of career information (salaries, job growth, work setting); and (3) school selection, resume preparation, and interviewing skills.

Source: Michael Strobel, Adult Career Counseling Center, Oakland University, Rochester, MI 48309

Community Agency Setting Activity

Guidelines Area: Educational and Occupational Exploration

Competency VII: Skills to prepare to seek, obtain, maintain, and change jobs

Title: *Opening Doors: A Practical Guide for Job Hunting. Leaders Guide.*

Abstract Code: AA,O,VII,ca,sg
AA = Adult Level - Community Agency Setting
O = National Guidelines Area - Educational/Occupational Exploration
VII = The seventh competency - Job-Seeking Skills
ca = Community Agency Staff as Facilitator

Description: This is a guide to help counselors teach employability skills. It includes the following topics: job search steps, planning a job search campaign, job applications and resumes, job interviews, and skills to keep a job. It is designed to be conducted in a small-group format.

Source: Goodman, Hoppin, and Kent (1984)

Community Agency Setting Activity

Guidelines Area: Educational and Occupational Exploration

Competency VIII: Understanding how the needs and functions of society influence the nature and structure of work

Title: *Careers with a Future: Where the Jobs Will Be in the 1990s.*

Abstract Code: AA,O,VIII,ca,ia
AA = Adult Level - Community Agency Setting
O = National Guidelines Area - Educational/Occupational Exploration
VIII = The eighth competency - Work/Society
ca = Community Agency Staff as Facilitator
ia = Individual Assistance as Delivery Mode

Description: This article describes potential career opportunities in the next 20 years. It emphasizes that a professional counselor keep up to date with current career trends and direct clients to appropriate retraining programs. This information can be used individually to aid clients with career decisions.

Source: Cetron and O'Toole (1982)

Community Agency Setting Activity

Guidelines Area: Career Planning

Competency IX: Skills to make decisions
Competency XII: Skills to make career transitions

Title: *Relocate for Better Jobs.*

Abstract Code: AA,P,IX,XII, ca,ia
AA = Adult Level - Community Agency Setting
P = National Guidelines Area - Career Planning
IX = The ninth competency - Decision Making
XII = The twelve competency - Career Transitions
ca = Community Agency Staff as Facilitator
ia = Individual Assistance as Delivery Mode

Description: This article presents a six-step model to help clients decide if relocating for a better job is the best option. It emphasizes decision-making and life planning skills. This is a model community agency counselors can use individually with clients.

Source: Salem County Vocational Technical Schools (1984)

Community Agency Setting Activity

Guidelines Area: Career Planning

Competency X: Understanding the impact of work on individual and family life

Title: *Leisure and Career Development for Adults.*

Abstract Code: AA,P,X,ca,ia
AA = Adult Level - Community Agency Setting
P = National Guidelines Area - Career Planning
X = The tenth competency - Life Roles
ca = Community Agency Staff as Facilitator
ia = Individual Assistance as Delivery Mode

Description: This article discusses the role of leisure in relation to adult career development. It emphasizes the importance of leisure in the adult life. It also discusses activities a professional can use to discuss leisure individually with clients.

Source: Hesser (1984)

GENERAL COMMENTS AND RECOMMENDATIONS

Based on the analysis and classification of 1,514 ERIC document abstracts, the National Guidelines areas and competencies are being implemented in career development activities. Figure 11 describes the most frequently reported area, competency, facilitator, and delivery mode at each of the levels.

Response Type	Level						
	El.S.	M.S.	H.S.	A. 2-yr.	A. 4-yr.	A. B/I	A. CA
Area	Ed./Oc. Exp.	Ed./Oc. Exp.	Ed./Oc. Exp.	Ed./Oc. Exp.	Ed./Oc. Exp.	Ed./Oc. Exp.	Ed./Oc. Exp.
Competency*	I, VI XI	I, VI XII	I, VI XII	I, VI XII	I, VIII XII	II, VI XII	I, VI VII, XII
Facilitator	Teacher	Teacher	Counselor	Counselor	Counselor	B/I Staff	CA Staff
Delivery Mode	Lrg. Grp.	Lrg. Grp.	Individual	Individual	Individual	Individual	Individual
Number of Abstracts	99	126	801	57	179	29	223
Total Abstracts	School Levels 1,026			Adult Levels 488			
Combined Total	Total 1, 514						

*Most frequent competencies in each of the areas

Competency I	Skills to maintain a positive self-concept
Competency VI	Skills to locate, evaluate, and interpret career information
Competency VII	Skills to prepare to seek, obtain, maintain, and change jobs
Competency XI	Understanding the continuing changes in male/female roles
Competency XII	Skills to make career transitions

Figure 11. Summary of frequency distributions

Approximately 68 percent of the activities in the abstracts were reported at the K-12 school levels and approximately 16 percent were reported at the higher education levels. Eighty-four percent of the activities were reported as occurring in a school setting. More total activities were reported at the high school level than any other. Of the four adult categories, the majority of activities occurred in community agencies.

At each of the settings or levels, the area of educational and occupational exploration contained the most activities. The most frequently reported competency was VI, skills to locate, evaluate, and interpret career information. This was true in all categories except the 4-year college and university setting, where VII, skills to prepare to seek, obtain, and maintain jobs, was most frequently mentioned.

There were differences in the number of activities related to the specific career development competencies across the levels. However, competency I, skills to maintain a positive self-concept, was the top self-knowledge competency at all settings except business/industry.

Competency XIII, skills to make career transitions, was the most frequently reported competency in the area of career planning at all levels, except elementary school. Competency XI, understanding the continuing changes in male/female roles, was most frequently mentioned only at the elementary school level.

Teachers were the most frequent facilitators and large-group activities were used most at the elementary and middle school levels. Counselors were the major facilitators and individual activities were used most at the high school, 2-year community college, and 4-year college and university levels. In business and industry and community agency settings, business and agency personnel were the primary facilitators and individual contact was the most frequent career development delivery mode. Based on the review of these ERIC documents, it is apparent that career development programs are available to help persons across all of the levels and in all program settings.

Most of the career development activities reported emphasize working with occupational and educational information. However, this should not be the only focus of career development programs. Career information should be related to self-knowledge in helping one make appropriate career decisions.

At all of the school levels, counselors and teachers were involved in facilitating career development skills through individual and group activities. It seems appropriate that these activities involve several facilitators, and in this regard parents and business personnel could be more involved than is currently reported.

It is interesting to note that developing and maintaining a positive self-concept is emphasized at all school levels. This seems especially important as workers will need to maintain good feelings about themselves and their worth as they face job changes and transitions in their lives.

At the four adult settings, competency XIII, skills to make career transitions, was emphasized. Again, this is appropriate as frequent transitions will occur for workers in the future. Persons at all levels need to recognize that changes in society and the global economy will influence them and their work status. Therefore, more attention should be focused on competency III, work/society.

In comparison to the other three adult settings, few career development activities were reported in business and industry.

This may be because they were not reported to ERIC or they have not been presented in any written format. However, if the lack of abstract activities is a true reflection of career development efforts in this setting, this poses a real concern, as employees need ongoing support in their career development to benefit both their employers and themselves.

The data reported in the reviewed ERIC abstracts relate to many current career development concerns and issues. Some of these concerns as they relate to the National Guidelines are addressed in the following general recommendations:

- The National Guidelines should be widely disseminated to all career development providers across all levels, kindergarten through adult, so there is a common language and structure on which to build or improve comprehensive career guidance programs.

- The National Guidelines should be used to facilitate the career development component of comprehensive school counseling programs that include personal/social development, educational/academic development, and career development.

- Efforts should be made to coordinate career development activities across levels and settings, as school districts implement K-12 comprehensive career guidance programs and as 2-year community colleges work more closely with high schools and 4-year colleges and universities.

- More work should be done at the elementary school level by school counselors to aid teachers, because more activities are needed at this most important level, which sets the stage for lifelong career development.

- More emphasis should be given to career development programs and their facilitation in business and industry settings so that employees are better prepared for career transitions, as through retraining.

- More collaborative efforts should be made to involve business persons with educational institutions at all levels so that a current and realistic picture of the world of work is given.

- The areas of self-knowledge and career planning should be recognized as equally important as the use of career information, all three areas being essential in one's total career development.

- The less frequently reported competencies should receive more attention in career development programs; in particular, more needs to be done with--

    -- Competency II: Skills to maintain effective behaviors;
    -- Competency VIII: Understanding how the needs and functions of society influence the nature and structure of work.
    -- Competency X: Understanding the impact of work on individual and family life.

- There should be continued recognition of the importance of changes in male and female roles and of the changing role of the family, as its members are all part of the work force.

- Increased use of media and computer technology should be implemented, using computer-assisted career guidance programs and Career Information Delivery Systems (CIDS), because the use of career information is so significant and locating it often takes much time and effort.

- Professionals in the career development field, at whatever level or setting, should increase their collaborative efforts using such resources as the National Guidelines, other professional documents, and recognized experts in the field.

Much additional information about this topic and career development resources are available from--

- State SOICC directors
- State career guidance supervisors
- The National Guidelines Training Cadre
- The National Occupational Information Coordinating Training Support Center located at

Northwest Regional Educational Laboratory
101 SW Main, Suite 500
Portland, OR 97204
(503) 275-9597

APPENDICES

Using the ERIC Resource Charts

The charts in the following appendices list the ERIC documents used in this research. They display the ERIC number, National Guidelines area, competencies, facilitators, and delivery mode for each abstract in the indicated level. Each level is listed separately. The ERIC Resource Chart can be used to select the abstracts that are most useful for specific program needs.

Abstracts for each level (elementary, middle/junior high, high school, and adult) are being sold by:

Center on Education and Training
for Employment
Publications Office
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210-1090

Competencies and codes used in the charts are explained in table 1 and figure 2. The following sample abstract demonstrates the use of the chart.

Sample Abstract

ERIC Number: EJ399721
Title: Skills for Life. Fitting Career Awareness into the Curriculum.
Author: Duffy, Patricia
Basic concepts and skills which can be included in a in a K-6 Career Awareness curriculum are outlined teaching techniques discussed, and examples of learning activities presented. Emphasis is on integrating Career Awareness into academic coursework.coursework.
Abstract Code: E, O,IV,V,VI, t, lg
E = Elementary School Level
O = Educational and Occupational Exploration
IV = Awareness of the benefits of educational achievement
V = Awareness of the relationship between and learning
VI = Skills to understand and use career information
t = Teacher as facilitator
lg = Large group as delivery mode

APPENDIX A
ELEMENTARY SCHOOL LEVEL

ERIC NUMBER	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
	S	O	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	O
EJ399721		X					X	X	X							X					X				
EJ394268		X					X	X	X							X	X				X				
EJ387743		X					X			X						X						X			
EJ370035		X								X						X					X				
EJ363219			X														X				X				
EJ335615	X			X										X											
EJ326306	X		X	X										X			X								X
EJ314474		X							X							X	X				X				
EJ309401			X											X						X			X		
EJ301070			X											X			X			X			X		
EJ299277		X							X							X					X				
EJ288815			X											X		X									X
EJ283607			X											X		X									X
EJ282747	X	X		X	X				X							X					X				
EJ267646		X	X						X					X		X					X				
EJ266410		X							X							X					X				
EJ265391		X					X			X						X					X				
EJ265390		X					X									X					X				
EJ261040		X							X							X				X			X		
EJ260527		X							X							X					X				
EJ260223		X					X									X				X	X				
EJ259114		X						X									X				X		X		
EJ255972		X							X		X					X							X		
EJ254708			X										X				X						X		
EJ253488		X							X	X							X				X		X		
EJ251503		X					X									X					X				
EJ241937			X										X				X					X	X		
EJ240501		X							X	X						X					X				
EJ239691		X						X								X					X				
EJ233924		X						X								X					X				
EJ233771			X											X			X					X	X		
EJ229541		X	X						X					X		X					X				
EJ225165		X								X						X					X				
EJ224821	X	X	X	X					X				X			X					X				
EJ223334		X						X	X	X	X						X				X				
EJ223246		X	X						X				X				X				X	X			
EJ223242		X							X	X							X				X				
EJ223241		X									X						X						X		
EJ223240		X							X								X			X			X		
EJ223239		X							X								X			X	X		X		
EJ223238		X					X	X	X								X		X		X				
EJ223237		X						X	X								X		X		X				
EJ223236	X	X		X					X	X						X			X	X	X		X		
ED313679			X											X		X									X
ED303391		X						X								X	X				X				
ED289012		X					X			X							X				X				
ED274860	X	X	X	X						X		X			X		X			X					X

ELEMENTARY SCHOOL LEVEL

ERIC	NCDG AREA				COMPETENCIES													FACILITATORS						DELIVERY MODE				
NUMBER	S	O	P		1	2	3	4	5	6	7	8	9	10	11	12		T	SC	AC	BI	P		LG	SM	IA	CM	O
ED274572		X	X							X	X	X		X	X			X						X				
ED271247		X							X	X								X	X					X				
ED271246		X							X	X								X	X					X				
ED271245		X							X	X								X	X					X				
ED270646		X						X			X							X	X					X				
ED269913	X	X				X					X								X					X				
ED259080		X	X							X						X		X	X					X				
ED254503	X				X	X	X											X						X				
ED251628		X								X								X						X				
ED251591	X	X				X					X							X	X					X				
ED251561			X												X				X									X
ED248404		X						X	X									X						X				
ED248098		X						X	X									X	X					X				
ED249097		X						X	X									X	X					X				
ED248096		X						X	X									X	X					X				
ED244123		X	X						X	X	X	X		X				X	X					X				
ED242655			X												X			X						X				
ED242644			X												X			X			X							X
ED240403		X								X	X							X						X		X		
ED239040		X	X							X	X					X			X					X				
ED239034	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X						X				
ED237630			X												X			X						X				
ED235396		X	X							X						X		X						X				
ED234272		X						X	X									X	X			X		X			X	
ED228466			X												X				X					X				
ED227639		X								X								X						X				
ED225322		X								X								X						X				
ED225314			X										X					X	X					X				
ED219558	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X						X				
ED219528		X							X									X										X
ED218890		X	X								X		X					X						X				
ED218473	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X						X				
ED217225		X						X	X									X						X				
ED217224		X						X	X									X						X				
ED217223		X						X	X									X						X				
ED215861	X				X		X												X						X	X		
ED215860	X				X		X											X								X	X	
ED211689	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X						X				
ED211389		X							X	X		X						X						X				
ED209594			X												X				X									X
ED208140			X												X			X								X	X	
ED204646			X												X	X		X	X			X		X				
ED197085		X	X							X						X				X				X		X		
ED197078		X								X	X							X						X		X		
ED195744		X						X	X		X							X						X				
ED191169		X	X								X		X		X			X								X	X	
ED190931	X	X			X			X			X							X						X				

ELEMENTARY SCHOOL LEVEL

ERIC	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
NUMBER	S	O	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	O
ED189781		X							X	X						X					X				
ED187886			X											X		X					X				
ED183929		X						X		X	X					X					X				
ED183928	X	X			X		X	X		X						X					X				
ED183927		X					X	X		X						X					X				

APPENDIX B
MIDDLE/JUNIOR HIGH SCHOOL LEVEL

ERIC	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
NUMBER	S	O	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	O
EJ398621		X								X								X			X				
EJ394268		X							X							X	X				X				
EJ394268		X							X							X					X				
EJ391755		X							X							X					X				
EJ390228			X									X					X						X		
EJ387279		X						X			X					X	X					X	X		
EJ375257		X							X							X					X				X
EJ319535		X							X							X	X			X	X		X		
EJ312677		X					X	X	X	X						X	X				X				
EJ312601		X							X								X								X
EJ309564		X								X						X					X				
EJ292710		X							X								X				X				
EJ277624		X							X							X					X				
EJ270736		X					X	X								X					X				
EJ269913	X	X			X					X							X				X				
EJ269173		X							X							X									X
EJ265348			X											X		X								X	X
EJ263095		X							X							X									X
EJ256550		X							X							X							X		
EJ251962		X					X									X									X
EJ250806		X						X								X									X
EJ246809			X											X			X					X			
EJ243480		X						X	X							X					X		X		
EJ239996		X							X	X						X					X		X		
EJ239690		X						X	X							X					X		X		
EJ237961		X							X							X					X				
EJ237370		X					X		X	X						X					X				
EJ225061		X								X						X					X				
EJ223245		X							X								X						X		
ED313241		X	X				X		X					X		X	X			X	X				
ED312398		X					X	X		X						X	X				X				
ED311340			X												X	X	X	X				X	X		
ED305467		X								X						X					X				
ED301766			X											X		X	X				X				
ED300637		X							X							X						X	X		
ED298776		X							X							X					X				
ED298698		X							X							X					X				
ED294016	X	X	X	X				X	X			X			X	X					X				
ED292834		X								X						X				X		X	X		
ED288102		X							X								X					X	X		
ED287039		X							X							X	X						X	X	
ED285048			X											X		X	X				X		X		
ED284040		X							X									X		X			X		
ED282058		X							X							X					X				
ED274861		X	X				X								X	X							X	X	
ED274856		X							X	X						X	X				X		X	X	
ED274857		X					X		X							X	X				X				

MIDDLE/JUNIOR HIGH SCHOOL LEVEL

ERIC	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
NUMBER	S	O	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	O
ED274853	X	X		X				X								X	X						X	X	
ED272606		X					X									X					X				
ED269913	X	X			X					X							X				X				
ED266955			X											X		X					X				
ED266402		X	X						X						X	X	X	X		X	X		X		
ED262491	X	X	X		X			X		X					X	X				X	X		X		
ED261229		X							X							X	X				X				
ED258058		X							X	X						X					X		X	X	
ED257861			X												X		X						X		
ED256946		X						X		X						X	X			X	X		X		
ED256945		X							X	X						X	X	X			X	X	X		
ED255403		X	X					X	X					X		X					X		X		
ED254404		X	X					X	X					X	X	X	X				X				
ED254402		X	X					X	X					X	X	X					X		X		
ED253738	X			X		X										X	X				X				
ED253737			X									X			X	X	X				X				
ED251693			X												X	X	X						X	X	
ED251692			X												X	X	X						X	X	
ED251628		X							X								X				X				
ED251628		X							X							X					X				
ED251590	X	X	X	X					X	X		X								X			X		
ED250566			X											X		X					X				
ED250462			X												X		X						X	X	
ED250461		X							X							X							X	X	
ED249394		X							X							X	X				X				
ED249393		X							X							X	X				X				
ED249392		X							X							X	X				X				
ED249391		X							X							X	X				X				
ED249390		X							X							X	X				X				
ED249389		X							X							X	X				X				
ED249388		X							X							X	X				X				
ED249387		X							X							X	X				X				
ED249386		X							X							X	X				X				
ED249385		X							X							X	X				X				
ED249384		X							X							X	X				X				
ED249383		X							X							X	X				X				
ED249382		X							X							X	X				X				
ED248360		X							X							X						X	X		
ED247124		X							X								X								X
ED244884	X	X			X				X	X										X	X		X		
ED241894		X						X	X							X					X		X		
ED241834			X												X		X								X
ED241298		X	X						X						X	X				X				X	
ED240335	X	X		X					X							X						X	X		
ED239080		X	X					X						X	X	X					X				
ED237700		X	X					X	X			X		X	X	X	X				X				
ED236436		X	X					X	X			X				X	X				X				

MIDDLE/JUNIOR HIGH SCHOOL LEVEL

ERIC	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
NUMBER	S	O	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	O
ED235326		X	X						X	X		X			X	X					X				
ED234199			X											X		X	X			X			X	X	
ED233901			X											X		X					X		X	X	
ED230749			X									X			X		X					X			
ED230748	X			X	X												X					X	X		
ED230747			X										X	X			X					X			
ED230746	X	X	X	X					X			X				X					X				
ED229906			X												X	X	X							X	
ED229609		X							X	X							X				X				
ED227231		X							X	X							X				X				
ED227047			X											X			X								X
ED220573	X	X	X	X			X		X			X			X		X				X				
ED219627		X							X							X						X			
ED217222	X		X	X									X		X		X				X				
ED217189		X						X	X	X						X								X	
ED215431			X											X			X								X
ED212851			X											X			X								X
ED212812		X							X								X				X				
ED211590	X	X	X	X			X			X		X					X				X				
ED208241	X	X	X	X				X				X					X				X				
ED206890	X		X	X	X							X	X				X				X				
ED203206		X							X								X								X
ED201843	X	X	X	X					X			X					X								X
ED201747		X	X						X						X	X							X		
ED199541		X	X						X						X	X							X		
ED198386		X	X						X				X	X			X				X				
ED198385		X	X						X				X	X			X				X				
ED195587		X								X							X								X
ED195585			X												X	X	X						X		
ED195584			X												X	X	X								X
ED193531		X						X									X								X
ED190931			X												X	X					X				

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APPENDIX C
HIGH SCHOOL LEVEL

ERIC NUMBER	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
	S	O	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	O
EJ375257		X							X							X					X				
ED247392		X								X						X					X				
ED222720		X							X								X				X				
EJ403051		X							X							X					X				
EJ401690			X											X				X			X		X		
EJ401098		X	X						X						X	X	X							X	
EJ399509		X						X	X										X				X		
EJ399128	X	X			X		X	X	X							X	X						X		
EJ398755		X	X							X			X					X					X		
EJ397589			X											X			X								X
EJ397425			X											X	X	X	X								X
EJ397423		X								X						X					X				
EJ395853			X									X			X	X									X
EJ394677		X							X							X						X	X		
EJ394539		X					X	X	X							X					X				
EJ394364			X									X				X	X						X	X	
EJ394363		X					X	X								X					X				
EJ394362		X								X							X						X		
EJ304360		X					X	X	X							X	X				X				
EJ393344	X	X			X					X						X	X						X		
EJ392622	X	X		X			X	X	X							X	X				X	X	X		
EJ391640		X								X						X	X						X		
EJ391585	X	X		X			X										X						X		
EJ390114			X											X			X								X
EJ386702			X											X			X								X
EJ385389		X							X								X								X
EJ385341		X							X							X	X				X				
EJ383497	X		X	X											X		X			X			X		
EJ383405		X							X							X					X				
EJ383404		X							X							X	X			X			X	X	
EJ383397		X							X							X			X		X				
EJ382137		X	X						X						X	X	X						X		
EJ382058			X												X		X						X		
EJ381286		X								X						X					X				
EJ381284	X	X	X			X				X			X			X					X				
EJ381283		X					X									X					X				
EJ379533	X	X		X			X									X					X		X		
EJ379519		X							X								X							X	X
EJ379513	X		X	X								X				X				X			X		
EJ378866	X	X	X		X				X	X					X	X	X				X		X		
EJ376340		X					X									X		X			X				
EJ376814			X											X		X					X	X			
EJ374583		X	X							X					X	X	X						X		
EJ370103		X	X				X							X		X							X		
EJ370016		X							X								X						X		
EJ370009	X		X	X										X			X								X
EJ369905			X									X					X								X

HIGH SCHOOL LEVEL

ERIC	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
NUMBER	S	O	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	O
EJ368413		X					X									X					X				
EJ368117	X			X													X								X
EJ367511	X	X			X				X	X							X					X	X		
EJ367418		X	X						X	X					X	X	X			X			X		
EJ366138		X	X						X					X			X					X	X		
EJ364833		X							X	X							X			X			X		
EJ362833	X		X	X										X			X								X
EJ356472		X							X	X						X					X				
EJ356471	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X			X	X			
EJ356466		X					X		X							X					X			X	
EJ351909	X		X		X								X				X								X
EJ351908		X							X							X							X		
EJ350470			X												X	X	X						X		
EJ349153			X											X			X								X
EJ349139		X						X	X								X						X	X	
EJ348639		X					X									X							X		
EJ348617		X							X								X				X				
EJ346639		X							X								X						X	X	
EJ346596	X	X	X	X					X			X			X	X	X			X			X		
EJ346592		X	X						X						X		X						X		
EJ346363		X	X						X					X		X									X
EJ345140		X					X									X							X		
EJ344901			X												X		X						X		
EJ344774		X	X				X							X			X								X
EJ342142		X	X							X	X		X			X					X	X			
EJ340134		X					X									X							X		
EJ339801		X						X	X	X						X							X		
EJ338567		X					X			X								X					X		
EJ337132		X	X				X		X	X					X		X						X		
EJ337118		X							X							X					X				
EJ337105		X	X							X					X	X					X				
EJ337073		X	X				X							X		X							X		
EJ335550			X										X				X				X		X		
EJ335188		X	X						X						X	X					X				
EJ335040		X						X		X						X					X				
EJ334949		X							X								X						X		
EJ334225		X	X							X					X	X							X		
EJ333173			X											X		X							X		
EJ332541		X	X				X								X	X					X				
EJ329807		X	X						X						X	X					X	X			
EJ329667		X							X							X	X				X				
EJ329155			X											X			X								X
EJ329154		X							X								X						X	X	
EJ327648			X												X		X								X
EJ327646			X									X					X								X
EJ327636			X										X					X							X

HIGH SCHOOL LEVEL

ERIC	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
NUMBER	S	O	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	O
EJ327606		X	X							X			X		X		X						X		
EJ326268		X	X						X						X		X								X
EJ326153		X								X							X						X		
EJ326022	X				X												X						X		
EJ324941		X							X								X						X		
EJ323264			X											X			X						X		
EJ323263		X	X						X					X			X								X
EJ323214		X	X						X						X		X						X		
EJ321978		X	X						X						X		X						X	X	
EJ321918			X											X	X		X								X
EJ321580		X					X											X							X
EJ321102		X	X							X					X	X									X
EJ321101			X												X		X						X		
EJ320827			X									X					X								X
EJ320477		X							X	X						X							X		
EJ319459		X								X						X			X		X				
EJ317958			X												X		X				X				
EJ316985		X					X									X					X				
EJ316411		X									X						X						X		
EJ316404	X	X		X					X								X					X	X		
EJ316254			X											X				X							X
EJ316212	X		X	X										X			X				X		X		
EJ314881		X								X						X	X	X		X			X		
ED314643		X					X	X	X	X	X						X								X
ED314551		X					X	X	X	X	X						X								X
ED313588			X											X		X	X			X	X		X	X	
ED313382		X					X										X				X	X	X		
ED313314		X					X		X	X	X					X							X	X	
ED313242			X											X		X					X		X	X	
ED312531	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X				
ED312469		X							X								X						X	X	
ED312405	X	X	X	X			X		X	X		X					X						X		
ED311657	X	X	X		X					X		X				X	X				X		X		
ED311116	X	X	X	X	X		X	X		X			X		X	X							X	X	
ED309429		X	X						X	X				X		X	X						X		
ED309242	X	X	X		X				X	X					X		X						X	X	
ED309237	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
ED309235		X	X					X	X	X	X				X	X							X		
ED308822			X											X		X							X		
ED308384		X							X	X							X						X		
ED308072		X							X							X	X	X		X			X	X	
ED307492		X					X		X							X	X						X		
ED307491		X							X	X						X	X	X					X		
ED307394		X							X								X								X
ED306734		X	X						X	X					X		X						X		
ED306733		X	X						X	X					X		X						X		
ED306732		X	X						X	X					X		X						X		

HIGH SCHOOL LEVEL

ERIC	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
NUMBER	S	O	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	O
ED262281	X	X	X	X	X					X		X				X					X	X	X		
ED261872		X						X	X							X							X	X	
ED261227		X							X	X						X					X				
ED261200		X							X							X					X				
ED261196		X							X								X								X
ED261182		X	X						X						X		X								X
ED260255		X						X									X								X
ED260226		X						X	X									X					X		
ED257293	X	X		X					X	X						X				X			X		
ED256951	X		X	X								X	X				X					X	X		
ED256903		X	X					X	X							X								X	
ED254654	X	X	X	X						X	X	X				X	X				X				
ED252716	X	X			X			X	X	X						X					X				
EJ311202		X								X						X							X		
EJ310513			X											X				X				X	X		
EJ309596		X					X									X					X				
EJ302541		X								X							X				X		X		
EJ301069			X											X			X						X		
EJ300989			X									X				X		X		X			X		
EJ300988			X									X								X			X		
EJ299767			X												X	X					X				
EJ299250		X							X							X							X		
EJ296213			X									X				X	X			X			X		
EJ295804		X					X										X						X		
EJ295246	X	X		X	X				X								X					X			
EJ295244		X							X							X					X				
EJ295242		X					X		X	X							X						X		
EJ294997		X							X	X							X	X					X		
EJ294421	X	X	X	X						X		X					X						X		
EJ294385		X					X									X					X				
EJ294340			X												X	X					X				
EJ293818	X	X	X	X			X					X				X							X		
EJ292915			X											X			X						X		
EJ292712		X	X						X						X		X						X	X	
EJ292711		X					X											X					X		
EJ292708		X						X									X								X
EJ292122		X	X						X			X					X								X
EJ292104		X					X										X								X
EJ287249		X							X								X						X	X	
EJ286711		X								X								X					X		
EJ286397		X							X	X								X					X		
EJ286257		X									X					X	X						X		
EJ285401		X	X							X					X		X					X	X		
EJ285021		X					X										X				X				
EJ282753	X			X													X					X			
EJ282655	X	X		X	X				X								X					X			
EJ281097		X						X	X									X				X			

HIGH SCHOOL LEVEL

ERIC	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
NUMBER	S	O	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	O
EJ280679		X							X								X								X
EJ280519			X									X					X			X			X		
EJ280508			X									X					X								X
EJ280483		X							X	X							X						X		
EJ279616	X	X	X	X						X					X		X				X		X		
EJ278826		X								X										X			X		
EJ277655		X	X							X	X	X						X					X		
EJ277601		X								X							X	X					X		
EJ277596		X							X	X							X		X				X		
EJ276428			X									X				X					X		X		
EJ274103			X										X				X						X		
EJ274100	X	X	X	X					X			X					X						X	X	
EJ274099		X	X							X	X	X			X		X						X		
EJ273917		X					X									X					X				
EJ273696	X	X	X		X		X								X		X						X		
EJ272758		X	X				X								X		X						X		
EJ270878		X	X						X	X		X					X						X		
EJ270704		X								X							X						X		
EJ268082			X									X		X			X								X
EJ267978			X											X						X			X		
EJ266740		X	X					X	X				X				X						X		
EJ266736	X	X		X						X							X				X		X		
EJ265394		X	X						X	X		X			X		X						X		
EJ265393	X	X		X		X			X	X							X						X		
EJ264025			X									X					X								X
EJ263972		X							X								X							X	X
EJ263671		X					X			X							X					X	X		
EJ263559		X					X									X					X				
EJ262934	X	X	X	X					X			X					X			X			X		
EJ262915			X											X		X	X						X		
EJ261499		X					X									X					X				
EJ261038		X					X									X					X				
EJ259326		X					X									X		X			X				
EJ259198			X											X			X								X
EJ259112			X									X					X						X		
EJ259110			X									X					X						X		
EJ259043		X					X									X					X				
EJ258964		X					X			X						X							X		
EJ258923	X	X	X	X					X	X		X				X					X		X		
EJ257455		X					X									X							X		
EJ257077			X												X		X						X		
EJ256995		X					X									X					X				
EJ256995		X					X									X					X				
EJ256115		X					X		X	X						X	X					X	X		
EJ256047		X							X								X				X				
EJ255975		X								X						X					X				
EJ255923			X									X				X	X				X		X		

HIGH SCHOOL LEVEL

ERIC NUMBER	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
	S	O	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	O
EJ255748		X	X						X	X		X				X					X				
EJ255452		X	X				X							X		X					X				
EJ254743		X					X				X					X	X						X		
EJ254741			X											X			X						X		
EJ254740	X	X	X	X					X			X					X						X		
EJ253589	X		X	X										X		X					X				
EJ253442		X					X			X						X									X
EJ252702		X					X			X						X					X				
EJ251964		X							X								X				X		X		
EJ251963		X							X							X					X		X		
EJ251961		X							X							X					X				
EJ251503		X					X									X					X				
EJ250432		X					X			X						X					X				
EJ250332	X	X		X			X									X					X				
EJ250247		X							X								X						X		
EJ250036		X					X									X					X			X	
EJ249750		X							X								X						X	X	
EJ249273		X					X				X					X							X		
EJ248246		X							X								X						X		
EJ247806			X											X			X						X	X	
EJ247797		X					X										X								X
EJ247123		X	X						X						X	X	X						X		
EJ246866		X					X				X					X					X		X		
EJ246672	X	X		X				X		X						X					X				
EJ246655	X	X	X	X					X	X					X		X						X		
EJ246654			X									X					X						X		
EJ245790		X	X				X			X	X				X		X						X		
EJ245418	X	X	X	X			X			X		X				X					X				
EJ245253	X	X	X	X	X					X					X		X						X		
EJ243102		X					X				X					X	X					X			
EJ241845		X								X							X						X		
EJ240598		X					X			X						X					X				
EJ240474		X								X								X			X				
EJ239998		X								X							X						X		
EJ239993		X	X						X	X		X			X		X						X	X	
EJ239985		X							X	X							X			X		X	X		
EJ239984		X							X								X						X	X	
EJ239905		X					X									X					X				
EJ239311		X					X	X										X					X		
EJ238085		X					X									X					X				
EJ238047			X											X			X						X		
EJ237338		X					X									X					X				
EJ236746		X						X		X									X				X		
EJ236240			X									X				X					X				
EJ236235			X											X			X						X		
EJ236219		X	X						X	X		X					X					X			
EJ236118			X									X					X								X

HIGH SCHOOL LEVEL

ERIC NUMBER	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
	S	O	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	O
EJ235879		X							X								X				X		X		
EJ235831		X								X						X					X				
EJ235415			X											X			X			X			X		
EJ235083		X	X				X		X			X				X					X				
EJ233894		X								X							X				X		X		
EJ233893		X							X		X						X						X		
EJ233758	X		X	X	X							X	X				X					X	X		
EJ233752			X											X			X						X		
EJ233591		X								X							X						X		
EJ231450		X					X									X					X				
EJ229800			X											X			X					X			
EJ228836		X	X				X							X		X					X				
EJ228695		X					X				X					X	X				X		X		
EJ228693		X					X			X						X			X		X				
EJ225065		X	X				X								X		X						X		
EJ224841		X					X									X					X				
EJ224249	X	X	X	X					X				X			X					X				
EJ223847		X					X		X							X					X				
EJ223338		X						X		X							X						X		
EJ223188	X	X	X	X						X		X			X		X			X			X		
EJ223183			X											X			X						X		
EJ223182			X									X		X			X						X		
EJ221189	X	X	X	X					X			X					X						X		
EJ221188	X	X		X					X								X						X		
EJ216634		X					X									X							X		
EJ216630		X					X									X					X				
EJ216628		X					X									X	X				X				
EJ216626		X	X				X					X					X				X				
EJ215928		X					X		X							X					X			X	
EJ214179		X														X					X				
ED312124		X	X				X	X	X		X				X	X					X			X	
ED302721	X	X			X		X			X						X							X		
ED302720	X	X			X		X			X						X							X		
ED295039	X	X	X	X					X	X				X	X	X							X	X	
ED287717		X					X									X	X						X	X	
ED283961		X						X		X							X			X		X	X		
ED283960		X								X						X	X			X		X	X	X	
ED283959	X		X		X							X				X	X			X		X	X	X	
ED283958	X	X		X				X								X	X			X		X	X	X	
ED283957	X	X	X	X	X			X		X		X			X	X							X		
ED281047		X	X				X			X		X			X	X	X				X		X		
ED281046		X	X				X			X		X			X	X	X				X		X		
ED271240		X							X	X						X	X				X		X	X	
ED271239		X							X	X						X	X				X		X	X	
ED271234		X							X	X						X	X						X	X	
ED264442		X	X				X			X		X		X		X					X			X	
ED263169			X									X			X		X						X		

HIGH SCHOOL LEVEL

ERIC NUMBER	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
	S	O	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	O
ED306730		X	X						X	X					X		X						X		
ED306728		X							X	X							X						X		
ED306417		X					X	X	X							X					X				
ED306402			X											X		X							X		
ED306388		X	X						X					X	X	X	X						X	X	
ED306362		X							X								X						X	X	
ED304833	X	X			X		X			X							X						X		
ED304578		X					X		X							X	X				X				
ED303638		X								X						X					X				
ED303572		X	X							X					X	X					X				
ED303333		X					X				X					X					X				
ED302722		X							X							X							X		
ED301758	X	X		X					X								X						X		
ED300996		X					X			X						X	X						X		
ED300745		X	X					X		X					X	X	X						X		
ED300613		X	X						X	X					X	X	X				X				
ED300596		X							X								X					X	X		
ED299768		X	X				X								X		X						X		
ED299395		X	X						X						X		X	X					X		
ED299391		X							X	X							X						X	X	
ED299168		X						X								X	X	X	X				X		
ED298378		X						X	X	X						X	X	X					X	X	
ED298056		X					X			X							X						X		
ED297522		X	X							X					X		X						X		
ED297097		X								X						X							X		
ED296077		X	X							X		X				X							X		
ED296071		X	X							X		X			X		X	X	X				X		
ED296067		X	X							X		X		X			X	X	X				X		
ED295841			X											X		X	X						X	X	
ED294395		X	X							X		X			X	X	X						X	X	
ED294005		X	X							X		X				X	X		X		X		X		
ED293691			X											X		X									X
ED291917		X	X						X	X						X					X		X		
ED291916		X							X	X						X					X		X		
ED291899			X										X	X		X	X	X			X	X	X		
ED291049			X									X	X				X						X		
ED290045	X	X	X	X					X	X		X			X		X						X		
ED289034		X							X	X						X					X				
ED289033		X							X	X						X					X				
ED288977		X	X						X	X		X				X	X	X					X	X	
ED288974		X							X	X						X	X	X			X		X	X	
ED288973		X								X						X	X	X			X		X	X	
ED288972	X	X	X	X				X				X				X	X	X			X		X	X	
ED288365		X	X							X		X				X	X	X					X		
ED288101		X	X				X		X				X		X		X						X		
ED287999		X							X	X						X					X				
ED287091	X	X	X	X					X	X		X				X	X						X		

HIGH SCHOOL LEVEL

ERIC NUMBER	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
	S	O	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	O
ED287041	X	X		X					X	X						X	X			X	X	X			
ED286051		X							X									X			X				
ED285983	X	X	X	X			X		X	X	X	X			X	X	X				X				
ED285978	X		X	X											X	X	X				X				
ED285049		X	X						X			X	X				X					X	X		
ED284977		X	X						X						X	X					X				
ED283954			X											X		X					X				
ED282094		X	X						X	X					X	X	X			X	X				
ED282093	X	X	X		X				X	X			X		X					X			X		
ED282022	X		X		X	X							X				X				X				
ED281985		X						X								X									X
ED281899		X					X		X							X					X				
ED281374		X	X				X				X			X		X					X		X		
ED281040		X							X							X					X				
ED281015		X	X						X			X		X		X	X			X	X		X	X	
ED281009		X	X						X	X					X	X	X				X			X	
ED279887	X	X	X	X						X					X	X	X				X				
ED279450		X	X							X				X		X	X				X	X	X		
ED279115		X	X							X			X				X							X	
ED278850	X	X		X					X									X							X
ED278803	X	X	X			X				X			X		X		X						X		
ED277830		X									X					X		X	X				X		
ED277813			X									X		X		X	X			X			X		
ED276864			X											X		X					X				
ED276862		X	X						X					X			X			X		X	X		
ED276536	X	X	X	X	X				X	X			X		X	X	X						X		
ED275886			X									X		X		X	X				X				
ED274865	X		X	X	X									X		X	X				X				
ED274863		X							X							X					X				
ED274852		X							X							X					X			X	
ED274840			X												X	X	X				X				
ED274839		X							X							X								X	
ED274833	X	X	X	X					X	X		X				X					X				
ED274832		X	X						X	X					X	X	X				X				
ED274223		X							X							X				X	X				
ED273858		X							X								X							X	
ED273790		X	X				X					X						X							X
ED273778	X		X	X								X				X	X						X		
ED273777		X	X							X			X			X	X						X		
ED273776		X							X							X	X						X		
ED273775	X	X	X	X						X		X				X	X						X		
ED273421	X		X	X											X	X	X				X				
ED273420	X	X	X	X					X			X			X	X	X				X		X		
ED272686		X	X							X					X	X					X				
ED272638		X							X							X									X
ED272342		X	X						X						X		X						X		
ED271599		X	X				X			X		X			X	X					X				

HIGH SCHOOL LEVEL

ERIC	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
NUMBER	S	O	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	O
ED271404		X	X							X					X		X						X		
ED271401		X	X						X	X					X		X				X				
ED271238		X							X	X						X	X						X	X	
ED271236		X							X							X	X						X	X	
ED271235		X							X	X						X	X						X	X	
ED270647		X					X		X	X						X					X				
ED270620		X							X								X	X					X		
ED270619		X							X	X							X						X		
ED269914	X	X	X	X					X				X				X						X		
ED268730		X	X						X	X					X		X						X		
ED268350		X							X	X						X					X				
ED268323		X							X							X					X				
ED268286		X					X		X								X						X		
ED268092		X							X									X							X
ED267278		X	X						X			X					X						X		
ED267261		X	X							X				X	X		X						X		
ED267248		X	X				X			X					X	X							X		
ED266268			X											X				X							X
ED263441		X					X	X		X						X							X		
ED263440		X					X	X		X						X							X		
ED263439		X					X	X		X						X							X		
ED263438		X					X	X		X						X							X		
ED263437		X					X	X		X						X							X		
ED263436		X					X	X		X						X							X		
ED263435		X					X	X		X						X							X		
ED263434		X					X	X		X						X							X		
ED263433		X					X	X		X						X							X		
ED263432		X					X	X		X						X							X		
ED263431		X					X	X		X						X							X		
ED263430		X					X	X		X						X							X		
ED263429		X					X	X		X						X							X		
ED263428		X					X	X		X						X							X		
ED263427		X					X	X		X						X							X		
ED263426		X					X	X		X						X							X		
ED263425		X					X	X		X						X							X		
ED263424		X					X	X		X						X							X		
ED263423		X					X	X		X						X							X		
ED263422		X					X	X		X						X							X		
ED263421		X					X	X		X						X							X		
ED263420		X					X	X		X						X							X		
ED263419		X					X	X		X						X							X		
ED263418		X					X	X		X						X							X		
ED263417		X					X	X		X						X							X		
ED263416		X					X	X		X						X							X		
ED263415		X					X	X		X						X							X		
ED263276		X							X	X								X					X		
ED262932		X	X					X	X			X			X			X					X		

HIGH SCHOOL LEVEL

ERIC NUMBER	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
	S	O	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	O
ED262582		X					X									X					X				
ED262492	X	X	X	X			X		X	X					X	X					X				
ED262200		X	X				X									X					X				
ED262199		X	X				X								X	X					X				
ED262198		X	X				X								X	X					X				
ED262197		X	X				X								X	X					X				
ED260157		X					X			X						X					X		X		
ED259231		X								X							X								X
ED258986		X							X								X						X		
ED258026	X	X		X			X	X		X						X					X				
ED257854		X							X								X						X		
ED256949		X	X							X				X			X						X		
ED256948		X								X						X					X		X		
ED256948		X								X						X					X		X		
ED256947		X	X							X				X		X	X				X		X		
ED256923	X	X		X	X		X	X		X						X					X				
ED256922	X	X		X	X		X	X		X						X					X				
ED256787	X	X		X					X	X							X								X
ED255639		X	X							X		X					X					X			
ED255745		X									X						X						X		
ED255638		X	X							X		X					X					X	X		
ED254632	X	X	X	X				X	X			X			X		X						X		
ED254631	X	X	X	X				X		X		X			X		X						X		
ED253739		X	X					X		X	X				X	X	X				X		X		
ED253738	X	X		X		X			X								X						X		
ED253737			X									X	X		X		X						X		
ED253685	X	X	X	X					X	X		X			X	X	X				X		X		
ED252712			X								X						X						X		
ED252704			X									X					X			X			X		
ED251678		X	X				X						X			X	X				X		X		
ED251631	X	X		X			X			X						X		X	X				X		
ED251678		X	X				X						X				X				X		X		
ED251631	X	X		X			X			X						X		X	X				X		
ED251628		X					X			X						X					X				
ED250560		X	X				X			X	X	X			X		X						X		
ED250551	X	X	X	X					X			X			X		X						X		
ED250526	X	X	X	X				X	X	X					X		X						X		
ED250463		X					X			X						X					X				
ED250415	X	X	X	X						X			X		X		X		X			X			
ED249423		X	X						X			X	X				X			X			X		
ED249394		X					X	X	X							X					X				
ED249393		X					X	X	X							X					X				
ED249392		X					X	X	X							X					X				
ED249391		X					X	X	X							X					X				
ED249390		X					X	X	X							X					X				
ED249389		X					X	X	X							X					X				
ED249388		X					X	X	X							X					X				

HIGH SCHOOL LEVEL

ERIC NUMBER	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
	S	O	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	O
ED249387		X					X	X	X							X					X				
ED249386		X					X	X	X							X					X				
ED249385		X					X	X	X							X					X				
ED249384		X					X	X	X							X					X				
ED249383		X					X	X	X							X					X				
ED249382		X					X	X	X							X					X				
ED248380	X	X	X	X			X	X	X	X		X			X	X					X				
ED248377		X	X						X	X		X			X			X					X		
ED248367		X					X			X						X		X	X		X		X		
ED248090	X	X	X	X						X		X				X	X				X		X		
ED248088	X	X	X	X				X	X	X					X	X	X				X		X		
ED248086		X							X							X					X				
ED247740	X	X	X	X					X	X		X	X		X		X						X		
ED247392		X	X				X	X				X				X					X				
ED246213		X					X									X					X				
ED246182		X								X							X						X		
ED245473	X	X		X			X	X	X	X						X	X						X		
ED245072		X	X							X					X	X					X				
ED244164			X												X	X	X			X			X		
ED244131		X					X	X			X					X					X			X	
ED244130		X					X	X			X					X					X			X	
ED244129		X					X	X			X					X					X			X	
ED244128		X					X	X			X					X					X			X	
ED244124		X					X	X			X					X					X			X	
ED243679		X	X				X	X			X	X				X					X				
ED243271		X								X							X						X		
ED242993		X					X									X					X				
ED242991		X					X									X					X				
ED242990		X					X									X					X				
ED242989		X					X									X					X				
ED242988		X					X									X					X				
ED242987		X					X									X					X				
ED242483		X					X		X	X							X						X		
ED242143		X	X						X	X					X		X	X					X		
ED242142		X	X						X	X					X		X	X					X		
ED242141		X	X						X	X					X		X	X					X	X	
ED242140		X	X						X	X					X		X	X					X		
ED241765		X	X							X		X				X	X		X				X		
ED240479	X	X	X	X		X			X	X		X				X					X		X		
ED240392	X	X	X	X					X						X		X						X		
ED240272			X									X			X		X								X
ED240259		X	X				X	X				X					X						X		
ED239858		X					X	X									X						X		
ED239801			X												X	X					X				
ED239437		X	X							X					X		X						X		
ED239128			X												X		X						X		
ED239080		X	X				X								X		X						X		

HIGH SCHOOL LEVEL

ERIC NUMBER	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
	S	O	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	O
ED239076		X	X				X				X				X		X						X		
ED239053		X							X								X						X	X	
ED239035	X	X	X	X					X	X		X			X	X					X				
ED237795		X							X	X							X						X		
ED237793		X							X								X						X	X	
ED237788	X	X	X	X				X	X	X		X			X	X	X				X		X		
ED237687	X					X											X								X
ED237643		X	X						X			X			X		X						X		
ED237014			X												X		X						X		
ED236477		X	X				X			X	X			X	X		X						X		
ED236448	X	X	X	X	X					X	X	X	X			X					X				
ED236404			X										X			X					X				
ED236388		X							X								X						X		
ED236361		X	X				X					X				X					X				
ED236325		X					X	X	X	X						X					X				
ED236324		X					X	X	X	X						X					X				
ED236314	X	X	X	X	X			X	X	X		X					X						X		
ED236313	X	X	X	X	X		X	X	X	X		X			X	X					X		X		
ED236287		X	X						X	X					X		X						X		
ED235379			X											X			X						X		
ED235357			X									X					X					X	X		
ED234268		X					X		X							X					X				
ED234267		X					X		X							X					X				
ED234266		X					X		X							X					X				
ED234264		X					X		X							X					X				
ED234263		X					X		X							X					X				
ED234262		X					X		X							X					X				
ED234252		X						X								X					X				
ED234250		X								X						X					X				
ED234249		X								X						X					X				
ED234248		X								X						X					X				
ED234247		X								X						X					X				
ED234246		X							X							X					X				
ED234245	X		X	X								X			X	X					X				
ED234244		X							X							X					X				
ED234243	X			X												X					X				
ED234242		X						X								X					X				
ED234239		X					X	X	X	X						X					X				
ED234216		X	X				X		X	X		X				X					X				
ED234215		X	X				X		X	X		X				X					X				
ED234172		X					X		X							X					X				
ED234164	X	X	X	X					X	X		X				X	X			X			X		
ED233234		X	X							X					X	X					X				
ED233227		X	X						X	X			X			X					X		X		
ED233226	X	X	X	X							X				X	X					X		X		
ED233225			X											X		X					X		X		
ED233224	X	X	X	X	X				X	X	X	X		X	X	X					X		X		

HIGH SCHOOL LEVEL

ERIC NUMBER	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
	S	O	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	L6	SM	IA	CM	O
ED232122	X	X	X	X	X	X	X	X	X					X			X						X		
ED232117		X	X						X			X			X		X						X	X	
ED232036		X	X						X						X		X			X			X		
ED232035		X	X						X						X		X			X			X		
ED232034		X	X						X						X		X			X			X		
ED232028	X	X	X	X			X	X		X				X			X						X		
ED232027	X	X		X	X		X	X		X							X						X		
ED231973		X							X								X						X	X	
ED231972		X							X								X						X	X	
ED231971		X							X								X						X	X	
ED231865		X					X	X	X								X						X		
ED230779		X					X			X						X					X				
ED229956		X								X							X						X		
ED229658		X					X										X						X		
ED229656		X					X										X						X		
ED229609		X	X				X			X			X				X						X		
ED229605		X				X	X													X			X		
ED229604		X							X	X							X						X		
ED229603		X							X	X							X						X		
ED229602		X							X	X							X						X		
ED229601		X							X	X								X					X		
ED229602		X							X	X							X						X		
ED229601		X							X	X								X					X		
ED229600		X							X	X						X							X		
ED229599		X							X	X									X				X		
ED229598		X							X	X									X				X		
ED229597		X							X	X							X						X		
ED229562		X							X	X							X						X		
ED229561	X	X	X	X						X					X		X						X		
ED228761		X	X						X						X		X						X		
ED228481		X	X							X					X		X					X	X		
ED228469			X									X					X						X		
ED228427	X	X	X	X					X			X			X		X						X		
ED228402	X	X	X	X				X	X			X			X		X						X		
ED227345		X	X						X						X		X						X		
ED227323		X	X						X		X				X	X					X				
ED227231		X					X		X		X					X					X				
ED227047			X											X			X						X		
ED226145		X							X								X						X		
ED226140			X												X		X			X			X		
ED226126			X												X		X						X		
ED225318		X	X					X	X	X		X			X	X	X						X		
ED225313		X					X									X					X				
ED225004		X					X										X				X				
ED224983			X												X			X					X		
ED224956		X	X						X		X	X					X						X		
ED224814		X	X						X					X			X						X		

HIGH SCHOOL LEVEL

ERIC NUMBER	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
	S	O	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	L6	SM	IA	CM	O
ED222720		X					X	X			X					X					X				
ED222018		X							X	X							X					X	X		
ED221668		X								X							X						X		
ED221666		X								X							X						X		
ED221650		X							X								X						X	X	
ED221328			X											X			X						X		
ED220995		X							X	X							X						X		
ED220664		X							X								X						X	X	
ED220663		X							X								X						X		
ED220649		X					X									X					X				
ED220598			X											X		X	X				X		X		
ED219603		X	X				X			X					X		X						X		
ED219578	X	X	X	X				X	X	X		X	X				X						X		
ED219514	X	X	X	X					X	X					X		X						X		
ED219464	X	X	X	X				X	X	X		X	X				X						X		
ED218470			X											X			X						X		
ED217314			X												X		X						X		
ED217221	X	X	X	X			X			X			X				X						X		
ED217180			X											X			X						X		
ED217131		X	X				X		X						X		X						X		
ED216545		X					X									X					X				
ED216475	X	X		X	X					X							X					X	X		
ED216178		X						X		X	X						X				X				
ED216165		X							X								X						X		
ED215178			X											X		X	X			X			X		
ED215098		X							X								X						X		
ED214088			X										X			X					X				
ED214038			X											X			X						X		
ED214015			X										X				X					X			
ED214014			X										X				X					X			
ED213999		X	X							X		X					X					X			
ED213998		X	X							X		X					X					X			
ED213997		X							X								X						X	X	
ED213988		X					X									X						X			
ED213954	X	X	X	X					X	X		X				X					X			X	
ED213825		X							X								X						X		
ED212786		X								X							X					X	X		
ED211849	X	X		X				X		X							X				X		X		
ED211828	X	X	X	X	X				X	X		X				X							X		
ED211824	X	X		X					X							X	X					X			
ED211742		X	X							X		X			X	X	X					X			
ED211691		X					X									X					X				
ED211596	X	X		X					X								X						X		
ED211292			X									X					X								X
ED210552		X							X								X						X	X	
ED210495		X							X								X						X	X	
ED210152		X					X									X					X				

HIGH SCHOOL LEVEL

ERIC	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
NUMBER	S	O	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	O
ED209821			X									X					X						X		
ED209625			X										X	X			X						X		
ED209436	X	X	X	X			X		X						X		X						X		
ED208190		X					X									X					X				
ED207994		X								X							X						X		
ED207834			X											X			X						X		
ED207321		X								X							X						X		
ED206950			X											X		X					X				
ED207284	X	X			X					X							X						X		
ED206885		X							X								X						X		
ED206845		X							X	X							X						X		
ED206844		X							X	X							X						X		
ED206843		X							X	X							X						X		
ED206842		X							X	X							X						X		
ED206841		X							X	X							X						X		
ED206840		X							X	X							X						X		
ED205887		X							X	X	X						X						X	X	
ED205933			X											X		X	X			X		X	X		
ED205808	X	X	X	X					X	X		X			X		X					X	X		
ED205719	X	X	X	X					X	X					X		X						X		
ED205695	X	X	X	X					X	X		X					X						X		
ED204647			X											X		X	X				X		X		
ED204522			X											X		X					X				
ED204507		X					X		X							X					X				
ED204499		X					X		X							X					X				
ED204498	X	X	X	X	X					X					X		X						X		
ED204428		X							X								X		X			X			
ED203197		X							X								X						X		
ED203196	X	X		X						X						X					X				
ED203120		X					X									X					X				
ED203103	X	X		X			X	X									X					X			
ED203086		X					X									X					X				
ED203049		X							X	X						X	X						X		
ED203039	X	X		X			X	X								X							X		
ED202953		X							X	X							X					X			
ED202626		X					X			X						X	X						X	X	
ED201928			X										X	X			X						X		
ED201871			X											X			X						X		
ED201860		X					X									X					X				
ED201859		X					X									X					X				
ED201849		X					X									X					X				
ED201843		X					X									X					X				
ED201768		X							X								X						X		
ED201749		X							X								X								X
ED201748		X							X								X								X
ED201153		X					X									X	X				X				
ED201152		X					X									X					X				

HIGH SCHOOL LEVEL

ERIC	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
NUMBER	S	O	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	O
ED200709		X					X									X					X				
ED200395		X					X									X					X				
ED200363		X							X							X					X				
ED200362		X							X							X					X				
ED200361		X							X							X					X				
ED200360		X							X							X					X				
ED200359			X										X			X					X				
ED200358			X										X			X					X				
ED200357			X									X				X					X				
ED200356		X									X					X					X				
ED199559		X							X								X						X		
ED199520			X									X				X					X				
ED199509		X	X							X		X				X					X				
ED198976		X	X						X	X					X		X						X		
ED197905		X					X										X						X		
ED197867		X					X									X					X				
ED197232		X								X							X						X		
ED197079		X								X							X						X		
ED196580		X								X							X						X		
ED196202	X	X	X	X					X	X		X					X						X		
ED195709		X							X								X						X		
ED194701		X					X									X					X				
ED194346		X															X								X
ED194291		X								X							X						X		
ED193944		X								X							X						X		
ED193461			X											X			X						X		
ED193460			X											X			X						X		
ED192989		X							X								X						X		
ED191700			X											X			X						X		
ED190854		X					X									X					X				
ED190847		X	X						X	X		X					X					X			
ED190829		X					X									X					X				
ED190814		X					X									X					X				
ED190813		X					X									X					X				
ED190812		X					X									X					X				
ED190798		X								X							X						X		
ED189775	X	X	X	X			X		X	X			X				X					X	X		
ED189513		X							X								X						X	X	
ED189457			X											X			X						X		
ED189384		X					X									X					X				
ED189323		X	X								X	X					X						X		
ED188392		X							X								X						X		
ED187859		X					X									X			X		X				
ED187858		X					X									X			X		X				
ED187857		X					X									X			X		X				
ED187856		X					X									X			X		X				
ED187075	X	X	X	X					X						X		X		X				X		

HIGH SCHOOL LEVEL

ERIC	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
NUMBER	S	D	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	D
ED186671			X											X			X						X		
ED185554		X					X									X			X		X				

APPENDIX D
ADULT LEVEL

TWO-YEAR COMMUNITY COLLEGE SETTING

ERIC CODE	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
	S	D	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	O
ED312470			X									X					X					X	X		
ED248369		X								X								X				X	X		
ED235332		X							X	X							X						X		
ED237687			X												X		X						X		
ED183910		X							X								X	X					X		
ED239053		X							X									X						X	
ED228427	X	X	X	X					X			X				X						X	X		
ED233162			X											X			X						X		
ED288989		X							X	X						X		X			X		X		
ED300060	X	X	X	X			X		X						X		X						X		
EJ236020	X	X		X						X						X						X	X	X	
ED252691		X								X						X					X		X		
ED190846		X							X								X					X	X		
ED291839		X									X						X						X		
ED213457	X	X	X	X		X			X	X		X			X		X					X	X		
ED250535			X											X			X				X		X		
ED307383		X							X									X						X	
ED279927	X		X	X								X					X						X		
ED306362		X							X									X						X	X
ED288985		X							X	X						X		X			X		X		
ED219515		X	X						X	X					X		X						X		
ED312469			X														X						X	X	
EJ227160		X														X					X				
ED250534			X											X			X						X		
ED274855	X	X	X	X					X						X		X						X	X	
ED285985		X	X					X	X	X					X	X	X				X	X	X		
ED288063	X	X		X	X					X							X						X		
ED285989		X						X		X						X	X						X		
ED290032		X								X							X								
ED285991		X	X					X		X						X	X				X				
ED291927			X												X		X						X		
EJ316253		X							X								X					X	X		
EJ340457		X								X						X					X				
ED296168	X	X		X	X					X						X					X				
ED214014		X							X	X						X					X				
ED296071		X	X							X		X			X	X					X				
ED305494		X							X									X					X	X	
ED242962			X										X	X			X						X		
ED290003			X											X		X									X
ED287040		X	X						X			X				X	X						X	X	
ED226108		X								X							X				X		X		
ED285993	X	X		X			X			X						X	X				X				
EJ251965		X	X							X				X			X						X		
ED285994	X	X				X	X	X	X	X							X				X	X	X	X	
ED214015		X							X	X						X					X				
ED285997		X						X		X						X	X				X	X	X		
ED222692	X	X	X	X					X	X		X				X					X				

TWO-YEAR COMMUNITY COLLEGE SETTING

ERIC	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
CODE	S	O	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	O
ED295003		X	X					X	X	X					X	X					X		X		
ED194730			X												X		X	X					X		
ED226243		X						X								X					X		X		
ED220598			X											X		X					X				
EJ299766		X						X									X						X		
ED205695	X	X	X	X			X	X	X			X						X					X		
EJ375818		X							X								X								X
EJ360814		X							X							X							X		
EJ352927		X							X								X						X		
EJ352926		X							X	X							X						X		

FOUR-YEAR COMMUNITY COLLEGE SETTING

ERIC NUMBER	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
	S	O	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	O
ED195480		X						X									X								X
EJ319459		X						X								X									X
ED188535		X							X								X								X
EJ311007			X											X				X							X
ED188407		X								X							X				X				
EJ255979		X	X							X				X			X				X		X		
EJ401374		X						X								X					X				
ED288985		X							X	X						X		X			X		X		
ED186786		X						X	X								X						X		
EJ257358			X												X		X						X		
ED189453		X							X	X							X						X		
ED288101		X	X							X			X		X		X						X	X	
ED197080		X								X							X						X		
EJ259016			X										X			X					X		X		
ED197905			X											X			X						X		
EJ275707		X					X										X						X		
ED308347	X	X	X	X		X			X	X		X		X		X					X				
EJ286259		X								X						X	X				X		X		
ED307492		X					X									X	X						X		
ED288063	X	X		X	X					X							X						X		
ED307491		X					X									X	X						X		
EJ290891		X							X								X						X		
ED210552		X							X								X						X		
EJ292712		X							X								X						X	X	
ED211844		X									X						X						X		
EJ296800		X								X							X						X		
ED307383		X							X									X						X	
EJ297608		X								X						X					X				
ED215101			X									X				X					X				
EJ305190			X												X		X						X		
ED306362		X							X									X						X	X
EJ310131		X					X										X						X		
ED305494		X							X									X					X	X	
EJ313194		X					X										X			X			X		
ED221328			X											X			X						X		
ED312470			X									X					X					X	X		
ED226108		X								X							X				X		X		
ED197106		X								X						X					X				
ED230761		X							X								X						X		
ED205775		X						X									X								X
ED299458		X	X					X		X		X	X				X						X		
ED222776		X	X					X		X					X		X						X	X	
ED298333	X	X		X					X	X							X						X		
ED231950	X	X		X					X							X					X				
ED237795		X							X	X							X						X		
ED239285		X	X					X		X					X	X					X				
ED298169	X	X		X	X					X						X					X				

FOUR-YEAR COMMUNITY COLLEGE SETTING

ERIC	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
NUMBER	S	O	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	O
ED285015	X	X	X	X	X	X				X	X	X				X					X				
ED296168	X	X		X	X					X						X					X				
ED284046		X							X							X	X								X
ED241807	X	X	X	X		X			X	X		X			X	X						X	X		
ED240948		X							X							X					X				
ED296071		X	X							X		X			X	X					X				
ED280242		X							X								X						X		
ED295003		X	X					X	X	X					X	X					X		X		
ED246183		X								X						X							X		
ED248654		X								X						X							X		
ED279927	X		X	X								X					X						X		
ED292963	X	X	X	X				X	X	X					X	X						X			
ED266710		X						X								X					X				
ED291927			X												X		X						X		
ED279843		X							X	X							X						X		
ED250551			X									X					X						X		
ED273130		X							X							X					X				
ED313424		X							X								X						X		
ED288730		X	X						X						X		X						X		
ED313425		X							X								X						X		
ED278788	X	X	X	X					X	X					X		X						X		
EJ227161		X	X							X					X	X					X				
EJ224478		X						X								X					X				
ED289034		X					X			X						X					X				
EJ224818		X								X						X					X				
EJ243559		X							X	X						X	X				X		X		
ED276893			X										X			X					X				
ED312469			X														X						X	X	
EJ228205		X								X						X					X				
ED194730			X												X		X	X					X		
ED276864			X											X		X					X				
ED203118	X	X	X	X					X	X				X	X		X						X		
EJ237297		X	X											X		X					X				
ED208310		X	X					X	X	X			X		X	X						X	X		
EJ243643		X							X							X					X				
ED307404			X									X						X							X
EJ244741	X	X		X							X					X					X				
ED214015		X							X	X						X					X				
EJ258628		X	X					X							X	X					X				
ED217194		X	X					X							X		X						X	X	
ED273858		X							X								X							X	X
ED224507		X	X					X	X	X					X		X						X		
ED272701	X	X	X	X					X			X				X					X				
ED234163		X							X								X						X		
ED271401		X							X		X						X						X		
ED236487		X							X	X							X						X		
EJ258631		X						X								X					X				

FOUR-YEAR COMMUNITY COLLEGE SETTING

ERIC	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
NUMBER	S	O	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	O
ED238226		X	X						X	X					X		X						X		
ED268367		X						X		X							X						X		
ED246259		X	X						X					X		X	X				X		X		
ED268367		X						X		X							X						X		
ED248646		X								X						X							X		
ED268367		X						X		X								X					X		
ED249371	X	X	X			X	X	X				X			X		X						X		
ED268367		X						X		X								X					X		
ED250560		X									X						X	X					X		
EJ269196		X						X									X								X
EJ227160		X														X					X				
EJ268999		X						X								X					X				
ED289033		X								X						X					X				
ED268316		X								X							X						X		
ED188535		X															X						X		
EJ269002		X						X								X					X				
ED205775		X							X	X							X						X		
EJ269003		X						X								X					X				
ED214014		X							X	X						X					X				
EJ276537		X							X	X						X					X				
ED219561	X	X	X	X					X		X	X				X					X				
EJ278729		X	X						X				X			X					X				
ED234184		X							X	X						X					X				
EJ297903		X	X						X	X					X	X					X				
ED240272			X												X		X						X		
EJ315384		X								X						X						X			
ED248657		X								X							X						X		
EJ319665		X								X							X						X		
ED290003			X											X		X									X
EJ334021		X	X						X						X	X					X				
ED288989		X							X	X						X		X			X		X		
EJ364054		X									X					X					X				
ED210479		X					X	X									X						X		
EJ368056		X	X							X				X		X					X				
ED230717			X												X		X					X	X		
EJ368060		X						X			X					X					X				
ED248356		X							X								X						X		
EJ368061		X						X			X					X					X				
EJ236219		X								X						X									
EJ378597		X						X								X					X				
ED215178			X											X			X				X		X		
EJ386453		X						X								X					X				
ED291838		X									X						X						X		
ED237804		X					X		X	X						X	X				X		X		
EJ398762		X							X							X					X				X
ED310268		X									X							X				X	X		
EJ309469		X						X									X								X

FOUR-YEAR COMMUNITY COLLEGE SETTING

ERIC NUMBER	NCDS AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
	S	D	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	O
EJ308961		X					X									X						X			
EJ305190			X												X		X								X
EJ304506			X									X					X						X		
EJ301115		X									X						X						X		
EJ302769		X							X								X						X		
EJ297608		X							X							X					X				
EJ297191		X								X						X					X				
EJ293093		X								X							X						X		
EJ216623		X					X										X						X		
ED237770			X									X					X						X		
EJ398762			X												X	X					X				
EJ398762		X					X									X					X				
EJ391401		X						X								X							X		
EJ388187		X						X								X									X
EJ383406		X							X								X						X		
EJ375818		X							X								X								X
EJ374583		X					X	X		X						X	X						X		
EJ366961		X						X								X		X					X		
EJ365595			X												X		X						X		
EJ360345		X								X						X									X
EJ358846		X	X						X						X		X						X		
EJ358845		X							X								X					X			
EJ356473		X	X							X		X					X						X		
EJ355258		X							X									X						X	
EJ353433		X					X										X								X
EJ348675		X	X							X					X		X						X		
EJ348673		X							X								X						X		
EJ348670		X							X	X							X						X		
EJ348669		X							X								X								X
EJ344778		X					X	X		X							X								X
EJ342593		X	X						X			X			X	X							X		
EJ333870		X							X								X								X
EJ333866			X										X	X			X				X				
EJ322365		X					X									X							X		
EJ321890	X			X												X									X
EJ321101		X						X									X						X		
EJ320664	X			X														X							X
EJ319475		X							X								X				X				

BUSINESS/INDUSTRY SETTING

ERIC	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
NUMBER	S	O	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	O
ED187856		X							X										X				X		
ED303681		X							X										X				X		
ED296071		X	X							X		X			X	X					X				
ED312437		X								X									X			X	X		
ED279850		X						X											X						X
EJ245425		X									X								X				X		
ED290875		X								X									X			X			
EJ248157		X					X												X				X		
EJ228205		X								X									X				X		
EJ271739		X							X										X				X		
ED269602		X							X										X						X
ED187859		X							X										X				X		
ED266710		X						X								X					X				
ED187858		X							X										X				X		
ED300669		X	X						X	X					X				X				X		
ED278851		X							X										X				X	X	
ED187857		X							X										X				X		
ED288063	X	X		X	X					X								X					X		
EJ298238	X	X			X			X											X				X		
EJ393213			X												X				X				X		
EJ379574		X							X										X				X		
EJ362017		X								X									X				X		
EJ353396	X	X			X					X									X			X			
EJ351888		X									X								X				X		
EJ350341		X								X									X				X		
EJ350322	X			X															X			X	X		
EJ350321		X							X										X			X			
EJ346602		X							X										X				X		
EJ333871		X							X										X				X		

COMMUNITY AGENCY SETTING

ERIC	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
NUMBER	S	O	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	O
ED312470			X									X						X				X	X	X	
ED214013		X							X	X								X				X	X		
ED285993	X	X		X				X		X						X	X				X				
ED214012		X							X	X								X				X	X		
ED285357		X								X								X					X		
ED214011		X							X	X								X				X	X		
ED296168	X	X		X	X					X						X					X				
ED214010		X							X	X								X				X	X		
ED296169	X	X		X	X					X						X					X				
ED214009		X							X	X								X				X	X		
ED297118		X							X									X					X	X	
ED214008		X							X	X								X				X	X		
ED285046		X							X	X								X			X		X		
ED214007		X							X	X								X				X	X		
ED236395		X							X									X					X		
ED214006		X							X	X								X				X	X		
ED299458		X	X					X		X		X	X					X					X		
ED214005		X							X	X								X				X	X		
ED277887		X							X									X				X		X	
ED214004		X							X	X								X				X	X		
ED300596		X						X	X									X					X		
ED214003		X							X	X								X				X	X		
ED230735		X							X									X					X		
ED214002		X							X	X								X				X	X		
ED230729	X	X	X	X					X	X	X	X			X			X					X		
ED214001		X							X	X								X				X	X		
ED230459			X												X			X				X	X		
ED214000		X							X	X								X				X	X		
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EJ270938		X							X	X								X					X		
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EJ242077		X	X					X		X					X			X					X		
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ED212900	X	X	X	X			X			X					X			X					X		
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ERIC	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
NUMBER	S	D	P	1	2	3	4	5	6	7	8	9	10	11	12	T	SC	AC	BI	P	LG	SM	IA	CM	D
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ERIC NUMBER	NCDG AREA S	D	P	COMPETENCIES 1	2	3	4	5	6	7	8	9	10	11	12	FACILITATORS T	SC	AC	BI	P	DELIVERY MODE LG	SM	IA	CM	O
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ED183910		X							X								X	X					X		
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EJ302769		X							X									X					X		
EJ299088		X																X					X		
EJ295891		X						X										X					X		
EJ292712		X	X						X						X			X					X	X	
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EJ286711		X								X								X					X		
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ED219628		X							X									X					X		
ED214013	X	X	X	X							X	X			X							X			
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ED214011	X	X	X	X							X	X			X							X			
ED214010	X	X	X	X							X	X			X							X			
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ED214007	X	X	X	X						X		X			X							X			
ED214006	X	X	X	X						X		X			X							X			
ED214005	X	X	X	X						X		X			X							X			
ED214004	X	X	X	X						X		X			X							X			
ED214003	X	X	X	X						X		X			X							X			
ED214002	X	X	X	X						X		X			X							X			
ED214001	X	X	X	X						X		X			X							X			
ED214000	X	X	X	X						X		X			X							X			
ED213994			X												X			X					X		

COMMUNITY AGENCY SETTING

ERIC	NCDG AREA			COMPETENCIES												FACILITATORS					DELIVERY MODE				
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ED201086		X							X									X					X		
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EJ398604			X												X			X					X		
EJ394635			X										X		X			X					X	X	
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EJ381310		X								X								X					X		
EJ381295		X																X					X	X	
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EJ378424			X										X					X			X	X	X		
EJ378413			X												X			X							X
EJ377180		X	X							X					X			X					X		
EJ371558		X								X								X							X
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EJ367011	X			X														X					X		
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EJ363113		X							X	X								X					X		
EJ363096		X							X									X				X			X
EJ362017		X								X								X					X		
EJ360814		X							X									X					X		
EJ358843			X									X						X					X		
EJ356473		X	X							X		X			X			X					X		
EJ356471			X												X			X					X		
EJ355213		X									X							X					X		
EJ352925		X							X									X					X	X	
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EJ349153			X											X				X					X		
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EJ346614	X			X														X					X		
EJ346611	X	X	X	X						X		X						X				X	X		

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